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ABSTRACT

During the past 10 years, an abundance of evidence has been published about the need in the United States for knowledge of other nations and peoples and about the low levels of American international understanding. This evidence supports placing greater emphasis on international studies and foreign languages in the elementary and secondary grades. This handbook provides some of the rationale for developing international education and foreign language programs, statements to support the task, answers to key questions, a sample of model programs, consideration of problems, and some of the important resources available. It also gives suggestions for specific plans of action. The model programs outlined are for K-2, K through elementary, middle schools, and secondary schools, as well as three specialized programs and projects. Resources on foreign languages and on international education cover organizations, publications, audiovisual resources, directories and guides, resource centers, and a guide to overseas work and international studies programs for both students and teachers. (AMH)

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Internationalizing Your School:

A Handbook and Resource Guide for Teachers, Administrators, Parents and School Board Members

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A project of the Task Force on Elementary, Secondary and Undergraduate Education

National Council on Foreign Language and International Studies

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Internationalizing Your School:
A Handbook and Resource Guide for Teachers
Administrators, Parents and School Board Members

Preface

This resource guide is dedicated to those persons who have decided that we Americans have spent far too much time complaining about the parochialism of our educational system, and are now determined to do something about it. That you are reading it at all is evidence that you share our deep concern that our young people are, for the most part, woefully uninformed about the larger world they live in, and unable to communicate effectively with it. You are convinced, as we are, that our failure to prepare a new generation to take part in the dialogue among nations will cost us sorely in terms of international trade and national security.

Widespread as the shortcomings are, it would be quixotic to propose sweeping reforms. Attacking the problem on a national scale would be impractical and far too costly. But change can take place at the grass roots level, and committed individuals can make a difference. What you will find in this guide are examples of what a number of dedicated and creative people have managed to accomplish, often with little in the way of funds. We at The National Council on Foreign Language and International Studies are pleased to provide you with this publication, and to share with you the resources it describes. But first a word of caution, and another of explanation.

The resources and model programs contained in this guide do not represent a definitive or comprehensive compilation. I am sure equally imaginative efforts are taking place at many schools and in school districts which have escaped the eyes of the authors. Secondly, some readers will note what they may believe is an undue emphasis on international studies at the expense of foreign language education.

We do not by any means wish to convey the impression that we feel one is more important than the other. However, much of the work of compiling resource guides in the field of foreign language teaching has already been done, so it would be pointless to duplicate it in full here. For those with a particular interest in this subject, we refer you to two excellent publications: *Award Winning Foreign Language Programs*, by William D. Sims and Sandra B. Hammond, published in 1981 by the American Council on the Teaching of Foreign Languages, 385 Warburton Avenue, Hastings-on-Hudson, New York, 10706, (914) 478-2011; and *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action K-12*, by William D. Love and Lucille J. Honig, published by the Modern Language Association in 1973, currently out of print, but available in university libraries.

Finally, we invite your comments, and will welcome any addenda you draw to our attention. It is our earnest hope that you will find this modest contribution helpful in your efforts to build American competence in global thinking and communication, for we believe firmly that nurturing these skills will lead this country to a more secure and prosperous future.

Dr. Rose L. Hayden, Ph.D.
Executive Director
The National Council on Foreign Language
and International Studies

Foreword

Today, more than ever before, Americans are tied closely to people from all around the world, and yet, most U.S. students lack the international understanding which would enable them to participate more fully, in an interdependent world. They also lack the language skills with which to communicate most effectively and to compete for jobs requiring language competence. One of the most cogent presentations of the case for providing foreign language in the school curriculum has been made by Donna Paananen in "Why Your Children Should Learn a Foreign Language," which appeared in the October, 1981, issue of *Better Homes and Gardens*. She says, "There's no doubt about it—learning a foreign language is a sound educational investment these days. Because interest in foreign languages has been declining for years, American businesses and government agencies are scrambling for employees with foreign language skills. Whether or not your youngster will ever work or travel abroad, learning another language is a passport to greater understanding of the English Language, cultural enrichment, and enlightened citizenship in today's ever-shrinking world."

Moreover, too many of our youngsters fail to understand the international economic forces which determine much of their lives and well-being. They do not understand the interrelated nature of world problems which ultimately affect their lives. American education is not adequately preparing students to take their place in the world.

As is described in Chapter I, many other countries are much more successful in preparing their students for international trade and jobs. A statement issued by the International Educational Liaison Group in May, 1981, made these points. "France and the Federal Republic of Germany commit one per cent of their national budgets to (international) educational, cultural, and information activities; the U.S. Government less than 0.1 per cent. . . . Soviet information/cultural expenditures are estimated to total some \$2 billion annually—at least four times United States investment in this area overall."

The problem of providing adequate international and language education for U.S. students is compounded by the fact there is an ever-decreasing commitment of funds to education generally. Federal funds for education have declined in real dollars by 50 per cent, and private and corporate funding for international education represents less than 2 per cent of all gifts and grants. And yet, as this publication will demonstrate, monies spent in the areas of

foreign language and international education represent a most prudent investment in the future. Better understanding and enhanced skills are necessary for the economic, political, social, and cultural survival of our people in this world.

A number of economic realities bind U.S. employment to international trade. The global nature of the market in goods and jobs requires more skills and understanding of the people competing in this market. Much of the United States' economy is dependent upon international trade. Before World War II, imports and exports accounted for less than 5 per cent of the Gross National Product, but in 1970, they accounted for 11 per cent of the GNP and over 22 per cent by 1979. Today, one in six Americans owes his job to international trade. In 1979, multinational business enterprises accounted for about \$500 billion of businesses in the United States and contributed one-seventh of the entire world's gross national production. American agriculture is heavily dependent on international trade, as one of three acres of U.S. farm land currently produces for export. Our very national security depends on international trade. A recent study by the U.S. Department of the Interior estimates that, by the year 2000, the U.S. will be primarily dependent upon imports for its supply of 12 out of 13 minerals required by a modern industrial society. We are presently experiencing a new trade-related problem. Thousands of the poor from underdeveloped nations seek work in the United States, ultimately depressing the employment market here. Development of third world economies would open new markets for manufactured goods and technology, and provide employment.

It is clear that international trade is responsible for a significant portion of the jobs, income, and development capital available for growth in the United States. This fact becomes even more critical for American students who will become job-seekers as international trade accelerates. So it is a legitimate concern that our schools inadequately prepare students to understand this world economy. Unfortunately, pitifully few American schools offer courses related to the developing countries or their languages. Should this trend continue, the relative position of the United States in terms of international trade and employment will seriously erode, thus placing the American people and economy in a disadvantaged position. Clearly, it is imperative that U.S. educators begin to fill the international education void.

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The following educators initially provided consultation and guidance in the development of the Handbook: Shirley M. Gause, Director of Professional Development Social Studies Project, Ann Arbor Public School (Michigan); David Hultgren, teacher and Director of Global Education Project, Menominee County (Michigan); and Donald M. Sheldon, Superintendent, Walled Lake School System (Michigan) and former Chairman, International Committee, American Association of School Administrators.

Table of Contents

Preface	v
Foreword	vi
Acknowledgments	ix
Introduction	xiii
1 The Need for Foreign Language & International Studies in the United States	1
2 What is International Education?	3
3 Where Should Foreign Language & International Studies Be Taught?	6
4 What Parents Can Do	9
5 What School Board Members Can Do	9
6 What School Administrators Can Do	11
7 What Teachers Can Do	13
8 Models of Innovative Programs	19
Model Programs: K-12	20
Model Programs: K through Elementary	25
Model Programs: Middle Schools	28
Model Programs: Secondary Schools	30
Additional Model Programs:	
1 A Plan of Action	35
2 A Model Year-Long Program	36
3 Family Tree Lesson	37
9 Resources for Internationalizing the School Curriculum	38
1 Introduction	38
2 Foreign Language Resources	39
3 International Studies Resources	43
4 Overseas Employment and Study Resources	56
10 Extracurricular Resources	58
11 Critical Questions Most Frequently Asked about International Education	61

Introduction

“We need a profound reshaping of education if mankind is to survive in the sort of world that is fast evolving . . . Before long humanity will face grave difficulties that can only be solved on a global scale. Education . . . is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival within a generation or two.”

—Edwin Reischauer
Former U.S. Ambassador to Japan

In the past decade, an abundance of evidence has been published about the need in the United States for knowledge of other nations and peoples and about the low levels of American international understanding. A recent study by the Educational Testing Service concerning global understanding suggests that most American college graduates do not have an adequate education in global issues and foreign affairs, and that even education majors do not have an education in these areas requisite to the needs of teachers in kindergarten through twelfth grades.

This evidence supports placing a much greater emphasis on international studies and foreign languages as early as elementary, intermediate, and high school grades. The alternative to increasing international content in the curricula of schools is to accept that U.S. public education will make little contribution to a developing knowledge base from which intelligent Americans must participate in a world of nuclear armaments and competing industrial nations.

At present, the picture in American schools is mixed at best. Education expert Robert Hanvey, in an address to the 1979 Conference on International Education in Washington, D.C., noted that there is a scarcity of global or international educators in the schools, among both teachers and administrators. Frequently too, he notes, there is very little institutional or community support for such programs. Thus it is a great challenge for those concerned with educating for the future to develop a curriculum relevant to the world of the late twentieth century in which the students of today must live and work.

Fortunately, in order to meet this challenge, resources are already available: information, programs, studies, and the commitment of many educators to adapting school curricula for the new global realities. Innovative international education and foreign language programs are developing across the nation, including international high schools, immersion foreign language classes, and magnet schools in international studies. In many cases, these innovations are succeeding at little additional cost to school systems. These new programs of foreign language and international

studies make an important contribution toward creating a world that is safe for all peoples and, indeed, toward helping the United States to survive in the competitive and interdependent world of the 1980s and beyond.

This booklet is designed as a very elementary resource handbook with “ammunition” for the teacher, administrator, school board member, concerned parent or student who asks, “What can be done in my school?” and “Where do I begin?” Herein will be found some of the rationale for developing international education and foreign language programs, statements to support the task, answers to key questions, a sample of model programs, consideration of problems, and some of the important resources available.

This handbook has been commissioned by the Task Force on Elementary, Secondary, and Undergraduate Education as a beginning point for interested teachers, administrators, school board members, or parent-teacher organization members who are aware that many of the long-term interests of this nation require a reorientation of school curricula toward knowledge and understanding of emerging global realities.

Excellent advice and resources are available to school districts on their own doorsteps—from nearby colleges and universities, especially from departments, schools, and colleges of education, from local foreign students and other international visitors who have struggled to come to some understanding of global issues, and from the various national organizations and resource centers which are devoted to foreign language education and global perspectives in the school curriculum. This handbook, then, is a guide to discovering the intellectual wealth of these resources which are ready to assist teachers, administrators, school boards, and all others concerned with providing education to cope with the new realities of an interdependent global system of nations.

The Authors

March, 1983

The Need for Foreign Language & International Studies in the United States

Back in the winter of 1973-74, Americans were swapping horror stories about how they had to wait in line thirty minutes or more to buy five gallons of rationed gasoline at outrageous prices. Yet, a survey of these same Americans revealed that less than half of them were even aware that we had to import a good part of our petroleum supplies from abroad. Either it had never occurred to them, or they blithely assumed that Texas or the Louisiana offshore fields took care of our needs nicely. What was even more remarkable was that, even though the gasoline shortage was the number one topic of the day, less than 10 per cent of our citizens—supposedly among the best educated and best informed group of people in the world—had the slightest idea that we were dependent upon outside resources for more than half of our total energy requirements.

Our insularity manifests itself in a number of startling ways. Despite the fact that one out of six manufacturing jobs in this country is directly dependent on foreign trade, that fully 25 per cent of our economy is involved in either exports or imports, that our assets abroad are now approaching the \$400 billion mark, and that one out of every three acres of U.S. farmland produces for export, a recent Roper poll revealed that nearly half of those surveyed believed that foreign trade was either irrelevant or harmful to the United States.

The Cost

A basic misconception such as this suggests that perhaps America is not ready to play a responsible role in a world that has changed profoundly within the past quarter of a

century. Too many of our people fail to perceive that it is a burgeoning world where agriculture, finance, politics, ecology, communications, nuclear issues, marine economics, computer technology—in short, all the major concerns and enterprises of these times—are international in scope. As a result, Americans may suffer the fundamental disability of not being prepared to assume a leadership role in the decades ahead. They may not have the job skills, the language fluency, or the outlook to compete in world markets. They may be unable to put their narrower concerns, problems, and solutions into the perspective of a large systematic pattern, as part of the flow of human history. And if this comes about, the fault will lie largely with an educational system which has not adequately prepared them to compete in, adjust to, understand, or fully partake of a world in which human affairs are more and more interdependent and global in nature.

Evidence of this failure is abundant. One study of schoolchildren's knowledge of other nations and other peoples revealed that over 40 per cent of the 12th graders surveyed could not locate Egypt correctly, while the same number were persuaded that Israel was an Arab nation. When asked, one out of every five of these high school seniors was unable to pinpoint the whereabouts of either France or China. Corroboration of this sorry state of ignorance—and to call it that is simply to face the facts—comes from a UNESCO education study of 30,000 ten- and fourteen-year-olds in nine countries, which placed American students next to last in their comprehension of foreign cultures. A few more facts:

- : Less than 2 per cent of the television programs on commercial networks in the United States feature international items—the lowest average of 100 nations surveyed by UNESCO.
- : Only 5 per cent of the undergraduate students training to be elementary and secondary teachers and administrators in U.S. schools have taken courses about foreign areas, international studies, or global issues.
- : A recent survey of civic education reports that 14-year-olds in the United States rank near the top among students in eight countries . . . in knowledge of local, state, and national affairs, but next to last in their knowledge of world affairs.
- : A 1974 survey of a national sample of fourth, eighth, and twelfth grade students reports that 50 per cent of the twelfth graders tested could not choose correctly the Arab country from the four choices of Egypt, Israel, India, and Mexico, and 40 per cent thought that Golda Meir rather than Anwar el-Sadat was President of Egypt.

The Tongue-Tied Americans

Our citizens' lack of competence in languages other than

English is equally striking. Only one out of twenty public high school students studies French, German, or Russian beyond the second year. Under those circumstances, it is hardly surprising that fewer than 3 per cent of today's high school graduates reach meaningful competence in a foreign language. But this is no bar to higher education, for less than 8 per cent of our colleges have a foreign language entrance requirement. This compares with 34 per cent in 1966. In fact, the United States continues to be the only country where one can graduate from college without having had one year of a foreign language prior to and during the university years. This inability to communicate with our friends and enemies in the global system has been revealed in a number of striking statistics:

- : Pan American Airways interviewed 16,000 applications in 1977 to fill 40 flight attendant positions. Almost 70 per cent of the applicants were rejected because of insufficient language skills.
- : Only one Western reporter could speak Farsi at the height of the Iran crisis (in 1979-1980), and he represented the British Broadcasting Corporation.

This contrasts sharply with other countries. An Austrian student hoping for admission to a university must have gone through eight years of instruction in a modern foreign language. Six years of English study are required from the sixth grade on in Egypt. Honduras expects its students to fulfill a five-year foreign language requirement. The Swedes study nine years of English before high school, another language in the university, and a third in graduate school. Even French-speaking Haiti, widely regarded as the poorest and one of the least developed countries in the Western Hemisphere, requires its students to study Spanish and English in secondary schools.

How Did It Happen?

The picture was not always so bleak. During the late 1950s, at the height of our national post-Sputnik scramble to catch up with the Russians in space technology, President Eisenhower asked the Congress for over a billion dollars in fresh funds for education and research in the United States. Congress responded by passing the National Defense Education Act, which not only provided a major stimulus to foreign area training and research but included over \$60 billion for foreign language training—roughly \$150 million in today's dollars. As a result, our academic institutions were flooded with money earmarked to help overcome the so-called brain lag.

By the late 1960s, that had all changed. Nationwide, undergraduates held universities hostage to their demands for greater "relevancy." One of the casualties of that time was foreign language requirements. As colleges

and universities relaxed their standards, high schools naturally followed suit. Some went so far as to scuttle their language programs entirely. However, today, some 15 years later, there are signs that a national concern may begin to reverse this disastrous trend.

A Stirring of Interest

In 1978, President Jimmy Carter created The President's Commission on Foreign Language and International Studies, made up of distinguished citizens who were charged with the task of studying the problem and coming up with appropriate recommendations. The Commission's report, published in November of 1979, caused many educators on the college and high school levels to rethink their priorities. One result is that a number of public school systems, including those in New York City and Baltimore, have reinstated language requirements. Foreign language admissions requirements have been reimposed by a string of colleges and universities that had done away with them. In a number of cities, special international studies and foreign language programs are being created. The past few years have seen the emergence of more than a dozen so-called international high schools in the United States whose curricula all emphasize international cross-cultural and foreign language education. More are in the planning stage. Experience has shown that this can be done at little cost and without sacrificing the transfer of traditional skills. What it takes is not a great deal of money, but rather imagination, and a commitment on the part of all those involved that it take place.

2

What is International Education?

"International education" is a term which encompasses diverse educational goals and strategies at different levels of the school system, colleges, and universities. Based on differing goals, there are different definitions of international education, with six broadly recognized subdivisions:

- : Area studies and foreign language
- : Multicultural and intercultural education
- : International relations
- : International development studies
- : Global issues education
- : Education with a global perspective

Area Studies and Foreign Languages

Traditionally, most schools have defined international education as the study of foreign nations or regions. Especially in junior high and secondary schools, there are courses concerning "World Cultures," or "The Non-Western World," or units in other courses about "China Today," "Africa," or "Latin America." In these courses, there is typically a mixture of geography, history, customs and culture, economics, religion, politics, and, in some cases, the study of a foreign language.

Multicultural and Intercultural Education

Multicultural education provides the student with an appreciation of other cultures. While multicultural education emanates originally from the ethnic diversity of American society, appreciation of the various racial and ethnic communities in this nation—their unique cuisines, dress, art—

can lead naturally to broader appreciation of their history and original culture. Once a commitment has been made to study the heritage and roots of a particular ethnic group, area and language studies are a natural next step. As Carlos E. Cortes, chairman of Chicano Studies at the University of California-Riverside, says, "Multicultural and global education are natural, if often unaware, partners. To be truly valid, multicultural education should incorporate a global perspective to provide a world context for its examination of American ethnic and cultural diversity. Likewise, to be truly valid, global education should include a consideration of the relationships of U.S. ethnic groups to the global system and the differential impact of global forces, events, and trends on the various American ethnic groups."

Intercultural education builds on the base laid by the goals of multicultural education. It focuses on appreciation of diversity and seeks to eliminate prejudice and stereotyping, to build mutually beneficial understanding and interaction, and to resolve conflicts and tensions among ethnic and racial groups—both in the school and in the wider community. Teachers in some elementary schools have introduced units or lessons on "appreciating difference," "understanding racial diversity," and "seeing the person beyond the particular yellow, black, or pink skin." Lessons about racial and ethnic differences and classroom celebration of holidays of various ethnic groups have assisted children to appreciate diversity while learning the heritage of others. While intercultural studies are not as encyclopedic in their coverage of the world, their strength, like that of multicultural education, lies in arousing the natural interest of students in their diverse heritages. Both intercultural and multicultural education at the elementary school lead quite naturally to foreign language and area studies at the intermediate and secondary levels.

International Relations Studies

International relations studies are closely linked to the political science community, to the foreign policy structures of the nation, and to those who are concerned with world order and conflict in the world system. Frequently, international relations have been the concern of adults in the community. There is great diversity of approach among scholars and teachers in this field. On the one hand, many materials and educational goals in this arena are oriented toward developing citizen support for particular U.S. foreign policies and attitudes toward the rest of the world. Another view seeks to develop citizen engagement in the discussion and reflection of *what should be*

American foreign policy toward particular issues. Still another stance is taken by some scholars, teachers, and agencies who believe that the crises of global conflict, war and peace, threat of nuclear war, and depletion of resources are so pressing that we must engage our students in becoming actively involved in accepting responsibility for decision making.

International Development Studies

International development education is a fourth approach to international education, and is also related to international relations studies. Typically, educators interested in international development seek to inform Americans about the needs of diverse peoples and the methods and decisions that would improve their, as well as our, quality of life. Based on an assumption of interdependence in the world's economies, politics, and societies, the international development educator believes that American young people need to better understand their general interdependence, in regard to such issues as food, energy, and population in the world of the late twentieth century.

International development educators focus not primarily on the characteristics of the foreign area or international conflict or communication, but on the interrelated development issues of land, labor, capital, technology, food production, population, and institutions for distributing wealth. They are concerned with energy, foreign aid and foreign policy, and about the transfer of appropriate technology. While international development studies are located primarily in universities and various government and private agencies, the focus on international development issues can be seen in some high school classes concerned with international affairs.

Global Issues Education

Global issues educators focus on the nature and characteristics of foreign cultures rather than the large supranational issues of population, energy, environment, war and peace, human rights, law of the sea, gender politics, and so forth. Their objectives may overlap those of development education, but global issues educators may not encourage the political involvement advocated by development educators. Global issues educators define international education as teaching and learning about the worldwide topics which they feel every nation and person should understand in order to act as intelligent citizens in the contemporary and future world. Global issues education is the most common approach found in schools which seek to foster a global perspective in student understanding of the world's problems and interdependence.

Education With a Global Perspective

In the 1980s, people concerned with international education have begun to call for a new and more integrated approach which develops a "global perspective." Two crucial factors which differentiate the new global approach from traditional piecemeal approaches to international education are that: (a) the global perspective integrates and unites efforts throughout the school and (b) the range of efforts to achieve that global perspective is broad, encompassing the entire curriculum and extracurricular and co-curricular activities as well.

In 1979, at a Kettering Foundation workshop near Chicago, entitled "Consensus and Diversity," one group of school teachers, administrators, and state education officials meeting in small workshops produced the following definitions of global education:

- : Global education is an interdisciplinary program based on students learning the skills needed to contribute to the present and future so they will have an understanding and acceptance of human diversity.
- : Global education is the development of an understanding of the diversity and interrelationship of the human community and involves the process of building attitudes, values, and skills that are necessary for living in and being a part of a complex and changing world.
- : Global education is an awareness of the interdependence of humankind, and it starts in the communities.
- : Global education is a process for understanding the interdependence of nations and their peoples through reflection and study of past experience and present actions, and future consequences, thus enabling people to trust and depend on each other for the improvement of the quality of life.

The Characteristics of A Global Education Teacher

The United States has experienced major economic problems in recent years resulting from the impact of global economic forces. As Lee Anderson has noted, the U.S. share of financial reserves in the world economy and the spendable income of the American worker have actually dropped in the 1970s and 1980s. The global educator is a teacher who understands the changing realities which students must face in the years ahead in a nation that is inextricably linked to the rest of the world, and with whose welfare we are tied. Thus he or she has a different perspective than the teacher who has not comprehended the changes.

Educators with a global orientation may be found in elementary or secondary schools, for they know that com-

prehending the world and its conflicts and cooperation must begin even in kindergarten. Thus the global educator provides a perspective on the entire world system and focuses on these new realities to educate a new generation of students capable of comprehending their local or national communities in a broader context. They are aware that a student with a vision limited to our nation and culture cannot cope with the new economic and political realities of the global system as they affect our nation, our families, and our welfare each and every day. Students, thus, recognize international patterns in events reported in the newspaper and on the evening news.

Because the new world system requires a sound background in fundamental skills of communication, computation, and analysis, these educators also stress such skills in every part of the curriculum, knowing that an ivory tower education is insufficient for coping with the new interdependent world or for acting locally while thinking globally.

The global educator knows, as H.G. Wells noted, that history is "more and more a race between catastrophe and education," and that the school of the 1980s more than ever before is remiss and ineffective to educate for the real world unless a global perspective of reality is at the heart of the curriculum.

3

Where Should Foreign Language & International Studies Be Taught?

“Recent research . . . asserts that the period from age 7 to 12 is optimal both for education directed toward attitudinal objectives and for openness about the world . . . These five years are unique . . . This is the time in which learning about the larger world from a global vantage should begin.”

—Judith Torney-Purta

“Middle Childhood and International Education,”
Intercom, No. 71, November, 1972.

Many elementary teachers think “International Education” is a high school subject. To the contrary, available research shows that the early elementary years are critical in the formation of attitudes about the foreign world and acquisition of foreign language skills. It is also known that critical concepts are formed by children at this age. All too often, for example, they form negative images during these years about people who are “different,” and these become stereotypes in their thinking. Studies at Carnegie Mellon Institute in the early 1970s suggest that efforts to correct these distortions in later grades are not always successful.

In the recent report of the President's Commission on Foreign Language and International Studies, it is noted: “If the 47 million children in our schools are to function successfully as adults in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other peoples, and greater sensitivity to those peoples’ attitudes and customs. The task starts in kindergarten, and it must be given special emphasis through the elementary grades because it is in early childhood that the basic attitudes are formed. It is also the time when the beginnings of language comprehension are put

into place, curiosity is at its peak, and the foundations are laid for further learning.”

Because these early years are the prime ages for language acquisition and for forming positive images, it becomes evident that there is an important place for international education in elementary schools and a very significant role for the elementary teacher.

Urban and Suburban Schools

It is common knowledge that many urban and suburban school districts are suffering from decreasing enrollments and from budget cuts. Both of these conditions are at times used to argue against change. However, schools have a primary responsibility to prepare students for the real world and life in the future. The real world is increasingly interdependent, culturally diverse, and rapidly changing. This is the fundamental reason why school curricula must be internationalized.

The access which urban and suburban schools have to a rich variety of resources is a definite asset for international and foreign language education. Most such schools are located within easy access to a number of global resources. Local churches will share their religious beliefs and histories. Language departments at colleges and universities may open their films and lectures to the public. Language fairs or competitions are often organized by colleges or by K-12 districts large enough to sponsor such events. Ethnic societies organize holiday events to which the public is invited. There are ethnic storytellers who will visit classrooms. Some ethnic communities seek to preserve the foreign language and culture of the “home country,” offering the creative teacher a natural laboratory of foreign language education with television and radio stations, bookshops, magazines, cultural festivals, film series, and seminars or conferences in the language. A number of business people working for multinational corporations are willing to share experiences or make materials available. The United States is an ethnic and cultural microcosm of the world, and is available for study in most urban and suburban areas. The teacher need only seek it out and develop constructive plans for its use.

Rural Schools

While rural America may have a different set of problems, it is nonetheless as globally interdependent as the urban and suburban sectors of the country. A conversation with almost any farmer in mid-America’s grain belt will reveal immediately a knowledge of foreign competitors’ weather conditions, foreign exchange rates, foreign agricultural

production for the year, as well as U.S. foreign policies as they relate to the import and export of food.

Today, rural Americans know how dependent they are on the costs of energy as affected by the OPEC nations and U.S. foreign policy. They are aware of how their incomes vary not only with government decisions to use price supports but also through grain embargoes against the USSR or other nations. Thus the politics of the world food market, the debate over the law of the sea and fishing rights, and the discoveries of new varieties of crops and of new methods of disease control are felt in rural homes every day. Some American farm families understand that they are a key factor in avoiding starvation in parts of the world. They also know that certain American wheat blights have been eliminated through the introduction of wheat germ plasm from Kenya and that rot disease in American soybeans has been solved with bean varieties donated from Chile.

Still, while the American farmer is rapidly becoming aware of his global interdependence, rural schools may be slower to recognize and comprehend this. As in urban areas, less than one rural teacher in twenty has had any college or university course concerning global issues or a foreign area. Even fewer have studied the political, economic, and professional links between rural American communities and the world. Yet, rural students need a curriculum which acknowledges, interprets, and builds on those links with foreign cultures that are present in their everyday lives.

The problem, then, is how international education can realistically be introduced into rural school systems where some educators or members of the community may not yet recognize the need, and where special problems of isolation and of limited funds, resources, and personnel exist. There are three significant means of internationalizing rural education:

- : The first is to raise the awareness of key community decision-makers about the importance of an international focus in the schools. Who these are varies from place to place—parents, school administrators, local ministers, even astute students. A single teacher with some awareness and a great enthusiasm can motivate a whole school.
- : A second way of successfully introducing international education into rural schools is to use the spirit of cooperation present in the community as a means of tapping all available resources. Traditionally, people in rural areas have pooled their efforts and resources for worthy undertakings such as barn raisings, quilting bees, or even apprenticeship programs. This same spirit of cooperation can be used to develop contacts between the school and the community, other rural institutions, business, and industry.

- : Third, a series of specific resources and methods is available to the rural teacher.

International Resource Persons Teachers in one school district were surprised at the local response to a request they placed in the newspaper and church bulletins for names of persons who knew about an international issue or had experience abroad. But many such rural communities might have former missionaries, foreign employees in local multinational corporations, exchange students, or local farmers dealing in international markets who could add valuable perspectives on international events.

Other resources are older or retired persons in the community who still have close ties to another country. Use of these people might result in some cases in the study of individual family ethnic roots and the sense that the foreign world has moved closer. This cooperation between schools and members of the community who ordinarily do not have direct involvement in the schools might also build support for the school and its tax assessments, especially important for districts which depend on local elections for their tax dollars.

State and federal officials elected from the rural district often have unique international experience and understanding of global issues because they must struggle daily with issues concerning resources, energy, ecology, environment, competition, and conflict, in all their global dimensions. Sometimes these officials think they will lose votes if they show concern for global issues or foreign affairs. So they may welcome an invitation from a school to deal with a global issue or a foreign policy problem, or even to discuss the district's economic problems in light of some global condition.

Organizational Resources Community colleges, intermediate educational agencies, universities, United Nations associations, service organizations, and community and church groups can provide valuable information and support to relieve the feelings of isolation which often stifle rural teachers. For example, 4-H has an excellent program called "Mulligan Stew," which builds awareness and acceptance of self and others, a concept vital to international understanding.

Local Industry and Agribusiness as International Resources Local businesses, industry, and agribusiness firms can be productive resources for developing an understanding of the connections between agriculture and international resources and markets. Some farmers selling grain to other countries are well aware of international policies and issues. Businesses and industries may be available to discuss their company's foreign supplies of raw materials, their markets, or even a foreign parent company.

Some industries use foreign employees who, with their spouses, might be excellent resource people for teaching other languages and cultures. In turn, an expression of interest from the school may help the foreigners and their children to adjust to and feel accepted by the rural community. The possibility of utilizing the resources of international industry and working collaboratively with business to improve education are very exciting.

Video Resources Electronic communications have transformed the knowledge base of rural America with a broader knowledge of foreign affairs and global issues through news magazines, local and regional newspapers, and most of all, the power of television. Events in Iran, Afghanistan, Cairo, Rome, Tokyo, Saigon, and beyond are present every evening in the living room of rural America. Cable television in many small towns and rural communities is multiplying what is available. High quality international programs are transmitted, especially on public television. Resourceful teachers may find inexpensive programs freely available for videotaping, requiring just a bit of planning and a small outlay for a videotape machine.

In conclusion, to answer the question raised by the title of this chapter, the place to begin to internationalize the curriculum and introduce foreign language education is everywhere—at every level from kindergarten through high school—and in every setting—rural, urban, and suburban.

4

What Parents Can Do

At its 1981 convention, the National Parent Teachers Association adopted a resolution that declared its conviction:

WHEREAS, The National PTA, through its Commission on Education, places an emphasis on the inclusion of foreign languages in the public school curriculum; and

WHEREAS, The National PTA believes that the understanding of foreign cultures is essential in today's society; and

WHEREAS, The foreign language and cultural studies are found in school in varying stages of acceptance and differing programs of instruction; therefore be it

RESOLVED, That PTAs continue to be strong advocates of foreign language and cultural studies programs; and be it further

RESOLVED, That PTAs encourage school districts, educators, and other interested sources to integrate foreign language and cultural studies in the school curriculum.

In some communities, parent teacher organizations have been effective in influencing their schools by adopting a variety of approaches. Here are some of the ones that have worked:

- 1 Put the topic of foreign language and international studies on a PTO or PTA agenda for discussion.
- 2 Bring in resource programs from the town, schools, local colleges and universities, service clubs, businesses which buy or sell internationally, or any other interested groups to discuss a topic such as "The World and Our Community."
- 3 Invite language teachers in the schools to meetings to discuss their programs, needs, and problems.
- 4 Divide members into smaller groups and ask them to brainstorm about the effect of a single global issue on their lives.

- 5 Place thoughtful articles about the need for international studies in district newsletters and local newspapers.
- 6 Try to determine the number of employment opportunities in the area which are available, entirely or in part, because of international trade. Use this as a basis for appealing for increased language or global content for area students.
- 7 Meet with the school board and superintendent to discuss the priority needs of district schools. Ask for a feasibility study if they are uncertain about what teachers and materials are available to achieve these goals.
- 8 As a PTA or PTO project, develop a directory of international and foreign language resources in the community: foreign students or residents, businesses which trade with foreign customers or suppliers, local newspapers and radio/television programming, inexpensive media for the classroom.
- 9 If video tape recorders are not available in the schools and cannot be purchased, raise funds for one for the teachers to use individually to videotape some of the excellent public and commercial television specials on foreign cultures and global issues. It is legal for the individual teacher to tape programs for his or her own instructional use in the classroom as long as the program is not "disseminated" or duplicated and passed on to other teachers or schools. Help teachers by alerting them to important forthcoming programs which may be relevant to global education in their special subject area or class.
- 10 Discover what materials nearby school systems and individual creative teachers have used in their classrooms as a model for the local school system.
- 11 Organize an after-school foreign language enrichment program on local cable television.

This pamphlet has stressed that a global perspective can and should be provided throughout the school curriculum and that it can be introduced into a school system to a greater or lesser degree, depending upon available resources or the ease with which change can be affected. Concerned parents are the first resource for providing international and foreign language studies in the schools. Their influence, energy, and effectiveness should never be underestimated.

5

What School Board Members Can Do

The National School Board Association has called for decisive action to increase global education and foreign language in the public schools.

"NSBA urges local school boards, as well as other educational agencies, to initiate, maintain, and improve efforts to insure that all present programs reflect the complexities of our ever-increasing interdependent world that exists between themselves, their community, their nation, and the rest of the world."

—The National School Boards Association

Committed to the belief that students must become globally literate to survive in the coming century, the Association's Task Force on Global Education concluded that if this is to occur, a number of events must take place:

- 1 Individual school board members across this nation must develop an appreciation of the need for and value of providing students with a global education. School board members should encourage their school districts to undertake a needs assessment to determine the current state of global education in their district. They should work with administrative staffs to see that the concept is incorporated into relevant parts of the curriculum and that school district policy reflects a need for global education.
- 2 School board members should take the initiative in developing community awareness and support on behalf of global education.
- 3 School board members should encourage the study of global education as an integral part of staff development and in-service training programs. It is recognized that staff training is needed to increase staff aware-

ness about global training as well as to provide them with the necessary skills needed to integrate global education into the curriculum. In that regard, local school board members should communicate with neighboring universities about the teaching of global education to students in the teacher preparation curriculum. Also, local board members should inform state education agencies about the need to train teachers.

- 4 Cost containment should be a prime consideration when making global education an integral part of the district's curriculum. In-service allocation already set aside for staff development can be redirected to provide information about global education. When new textbooks, audio-visual materials and the like are selected, they should, whenever possible, reflect concerns for global education. Likewise, community resources should be used as another way to minimize expenses. Foreign students, foreign visitors, and new community residents from foreign countries should be encouraged to participate in school-related global education activities. Art exchange, foreign student exchange, and pen pals around the world are additions to an unlimited list of no-cost global education ideas.

The NSBA also recommends the following action:

- 1 As school board members, support global education concepts. We must try to integrate these concepts into our policy statements and into the curriculum. We must try to influence city, county, and state leaders in order to gain support for global education, and we must speak out in support of it publicly.
- 2 Encourage school administrators to understand and support global education. We should make it a part of in-service training programs, ensure that new textbooks and supplies reflect a concern for it, and that our teachers and students know that we endorse the need for global education concepts.
- 3 Encourage teachers to understand the concept so that they may transmit vital concerns about global matters to our students. We should integrate the concepts throughout the curriculum, rather than having them contained in traditional classrooms. We should discuss the concepts with our colleagues and seek to complement each other's efforts. We should impress upon our students a concern for the ever-changing world in which we live and how it will act upon the lives of everyone in the twenty-first century.
- 4 Encourage students to understand global interdependence and to prepare themselves to live in the twenty-first century. We must prepare ourselves to live as involved participants in our community, our nation, and the world.
- 5 Encourage educators to seek to impart the need for an understanding about global education. We must

ensure that all students, from those just entering kindergarten to adults, become globally literate.

- 6 Encourage individuals to accept the responsibility of continuing to educate themselves about our world. We must remind everyone that we are all living on the same planet and that we are all responsible for its outcome.

Copies of the NSBA report, entitled *Global Education: Major Reform*, can be obtained by writing Research and Board Development Department, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007. This publication includes a useful bibliography for those school board members who wish to know more about international studies. The Association also has conducted a national survey entitled *What Priority for 'Global Education': An NSBA Survey of School Board Members and School Superintendents*, available from Director, NSBA Special Projects Department, or from Director, NSBA Global Education Project, both at the above address.

An extremely valuable film entitled *The Global Connection* is available at no cost from each State School Board Association office. The film was produced by the National School Board Association, and is an excellent introduction to the need for global education in the schools. Charlotte and Lee Anderson discuss this need in the film, which provides an introduction to global interdependence in our daily lives, illustrated by a visit to a local grocery store. A leader guide can be requested with the film. Information about this film is available at State School Board Association offices, or from NSBA, Research and Board Development Department, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007.

What School Administrators Can Do

While the impetus for providing foreign language and international education may come from school boards and interested parent groups, and while the ultimate success of such programs lies with the teachers who have contact with the students, the great responsibility for implementing international education rests with administrators. Major associations of school administrators have confirmed this urgent need.

“AASA urges the establishment of educational programs which: reflect an international point of view and engender respect for and appreciation of the diversity of the world's cultures and its peoples; promote knowledge concerning various peoples and problems that relate to the world community; provide opportunities to acquire competence in foreign languages.”

—American Association of School Administrators

“NAESP recognizes the need for understanding of peoples at home and abroad, and for intelligent leadership in global matters. The school must establish programs that engender respect and appreciation for the diversity of the world's culture and promote knowledge concerning various peoples and problems that relate to the world community. The Association urges principals to be involved in the development of all such programs and that, with state and local associations, they pursue staff development programs and curricular modifications that will enable students to experience an increased global awareness.”

—National Association of Elementary School Principals

Most school administrators who have been responsible for introducing foreign language and international studies

programs agree that it is a two-pronged task, consisting of both staff development and curriculum development challenges.

Administrators who choose to take on the task of developing international education will improve their chances of success if they are familiar with a Rand Corporation study which addresses the educational change process. (*Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation*, Paul Bernman, Milleroy Wallin McLaughlin, with assistance of Edward Pauley, Gail Zellerman. U.S. Office of Health, Education and Welfare: R-1589/7-HEW-April, 1977.) The most successful programs discovered during the research phase of this project were facilitated by educational leaders who recognized that curriculum change must involve the staff and provide for staff growth. This study establishes that the evolution of change takes place in three stages: mobilization, implementation, and institutionalization. The final stage, institutionalization, must be considered along with the first two stages so that innovation is not overlooked. Volume VII of the Rand study deals specifically with factors that affect the last two stages, implementation and continuation of new federally funded educational programs, as observed at both district and classroom levels.

A Implementation and Continuation at the District Level

According to the Rand study, three major factors affect the process of change at the local/district level and thus the outcomes of innovation:

- 1 The characteristics of the institutional setting, particularly the organizational climate in schools and the motivation of participants at all levels in the district.
- 2 The implementation strategy employed by local innovators.
- 3 The scope of change planned or implied by the project relative to its setting.

Four additional factors influence *continuation* of a project:

- 1 The likelihood of the project's educational effectiveness.
- 2 The importance of the educational need it serves.
- 3 The resources it requires.
- 4 The organizational and political forces that inhibit it or promote it.

It should be noted that factor two, educational merit, was discovered to be of major importance but that organizational/political considerations were even more important.

B Implementation and Continuation at the Classroom Level

In the research model used by the Rand study, it was

assumed that innovation can have four types of outcome at the classroom level:

- 1 An implemented project.
- 2 Changes in teaching style or behavior.
- 3 Changes in student performance.
- 4 Continuation of the project's methods or materials.

The study reached several conclusions about the several factors at the classroom level which influence implementation of a new program and its continued success as measured by the above criteria.

- 1 The amount of federal money provided was not found to be important. However, the specific use of the funds was significant.
- 2 The type of educational project undertaken had no bearing on the project's success, though how it was carried out made a difference.
- 3 The type of school had little bearing on success, although: secondary schools were more likely to encounter difficulty in both implementation and promoting teacher change than were elementary schools.
- 4 The scope of a change proposed contributed to the success or failure of a project. It was discovered that a project requiring significant change had a greater chance of success. This was particularly true if the goals of the project were clear.
- 5 Clarity of goals contributed to success.
- 6 A sound implementation strategy that included staff involvement was a crucial part of successful change. Staff should be involved in the process as early as possible. They should not, however, be given fully packaged goals. This involvement along with staff development of materials will provide them with a sense of "ownership."
- 7 Institutional support, involving leadership and the school environment, was a vital factor. A project director who knows the staff is crucial in getting a project off the ground. Staff must also feel that the principal is actively supportive if a project is to be successful. Institutional support can take several forms: released time, recognition of and demonstrated knowledge of teacher efforts by administrators, well-organized meetings with time for staff sharing, and resource people who can meet specific teacher needs.
- 8 As would be expected, teachers were the key to any change process. If they have a sense of efficacy, verbalize well, and are new enough to the profession that they welcome innovation, the chances of success are the greatest. A staff with longer years of experience has a strong negative correlation with project outcomes. The Rand reviewers, although admitting they had no statistics to support their view, did say they felt, as a result of their field studies, that older staff members could be revitalized through a good staff de-

velopment program. It is also very helpful to have a staff which believes that their school is a good school.

A review of many suggestions from international education participants and project directors suggests that the Rand report offers some useful advice and is correct in concluding that successful introduction of change is both a curriculum and staff development task. Administrators know their staffs and can determine what works best with them. They might find useful the following list of suggestions which have grown out of successful programs. In examining these suggestions it becomes clear that successful educational leaders practice what the Rand report preaches.

- 1 The more successful programs are those which involve the total staff early in the planning stage and in which all staff are encouraged to offer suggestions. International content can be a part of every curriculum and subject matter.
- 2 Success depends on the teachers who accept the idea. A consensus model of decision-making may be slower, but the level of group commitment is higher than with majority rule models.
- 3 If the plan arrived at is for a "school within a school" or an alternative school, much care must be taken to avoid competition for students.
- 4 Community support is important and should be systematically solicited. Students involved in the international curriculum should present programs to community groups.
- 5 Program evaluation is important. When the general themes, goals, and objectives are clearly defined, evaluation is easier and criticism can be responsibly and professionally answered.
- 6 The full staff should be involved in the planning of in-service programs.
- 7 When possible, several staff members should have the opportunity to attend conferences—not just an administrator.
- 8 It is best to start with a pilot program in particular classes, buildings, or feeder schools.
- 9 Board members should be encouraged to make international education a priority for a curriculum relevant to community and national needs.
- 10 International education materials should be channeled to board members, building administrators, and teachers.
- 11 Media staff should survey their holdings, place a priority on needed acquisitions, and begin to build a more adequate international education library.
- 12 A review should be made of materials available from schools with existing international studies programs. If possible, visit ongoing programs.
- 13 Develop an inventory of international resources in the

community (persons, organizations, materials, etc.).

- 14 It is important to work with organizations and groups in the community which have a special interest in international education, such as international service clubs, student exchange programs, businesses with overseas contacts, churches, and ethnic groups. These people may serve as a support base and constituency for innovation.
- 15 It is not necessary to recreate the wheel. A wealth of resources, goals, model courses, curriculum outlines, etc. already exist and can be adapted to meet local needs.

The change process addressed above can be applied to the development of a strong foreign language program as well as an international studies program. Anita Monsees, writing for the American Council on the Teaching of Foreign Languages (*Building Community Support for Foreign Languages*, New York: American Council on the Teaching of Foreign Languages, 1980), suggests a useful strategy for building support for a foreign language program which can also be useful for building an international studies program. As maintained throughout this handbook, a sound international studies program includes the study of foreign languages.

A suggested curriculum strategy based on the approach of the Pennsylvania Department of Education is provided in the next chapter on pages 17 and 18.

7

What Teachers Can Do

It is teachers who are daily on the front lines with the students who are the future of this country. They have perhaps the most important responsibility for recognizing the need for global education if their students are to be successful competitors in and contributors to an interdependent world. They are also responsible ultimately for providing global education. This need has been noted and commended to teachers by a number of professional teacher organizations.

“The American Federation of Teachers believes that now is the time for major legislative initiatives focusing on language training and international studies . . . Effective measures should be directed at our elementary and secondary students as well as adults . . . As teachers we can also hope that a new concentration on language and international studies can help to improve the quality of our schools' curricula by addressing our public's demands for rigor and competency. We believe that by doing this, our public school system will also be better equipped to expose young people and future citizens to our basic values of democracy and human rights.”

—American Federation of Teachers

“The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies. The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs. The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs.”

—National Education Association

Teachers convinced that it is the responsibility of educators to provide international and foreign language education may find that their task is to create interest in their school system. The following are some suggestions for doing so:

- 1 Place articles about curriculum ideas for international and global education in the teachers' lounge, mailboxes, and school library.
- 2 Enlist the support of the media coordinator in the school in finding and ordering international studies materials.
- 3 Start an international relations club.
- 4 Take students to model United Nations programs in order to develop a support base for international studies.
- 5 Enlist the language teacher(s) to have students read about global issues and to study about people in Asia, Africa, and Latin America who speak European languages.
- 6 Ask the people who plan teacher inservice programs to develop one concerning international education.
- 7 Invite persons from other nations into classrooms.
- 8 Look for natural allies in the community (i.e., service clubs, churches with overseas programs, those involved in international trade, exchange students).

Teachers who are not already international educators will find that there is no single avenue to becoming one. If they are fortunate, their school district has a program with teachers to consult who are already involved in foreign language and international studies. Other teachers may find it necessary to develop a program in their school or district. If they find it impossible to find an ongoing program or to create one, they may be able to read about techniques used by global educators at their grade level and in their subject areas.

If it is not clear how to internationalize subject matter or grade level, some suggestions appear below. Many of the ideas originated from practicing educators. Most teachers will find they can easily expand upon the suggestions and use these techniques in their classrooms.

Subject Matter Areas Which May Be Taught Globally

MATHEMATICS

- Metric conversion problems
- Architectural mathematics, styles of ancient and modern structures
- Teach skills while using international or national statistics (i.e., population figures, foreign aid, military spending)
- Monetary systems and conversion
- Time systems (calendrical and others)
- Graphs and charts for study of international issues (e.g., population, distribution of wealth)
- History of mathematics from many nations
- Information retrieval systems and ethical questions concerning the right to privacy
- Games around the world using mathematics
- Non-Western foundations for Western mathematical and numerical systems

SCIENCE

- Nuclear energy issues: power, radiation, armaments, proliferation
- Contributions to agricultural science such as international contributions to the success of American agriculture (seed varieties, cross fertilization, foreign sales)
- International time zones
- Genetic engineering
- Brain drain and international talent
- Laws of space
- United Nations scientific groups and agencies
- Ozone layer issues
- Models and methods used by foreign scientists
- Green Revolution and food in developing countries, global hunger, distribution of food
- Pollution across national boundaries and in the earth's atmosphere
- Development of scientific knowledge throughout the world
- Non-Western sources of Western science
- The relationship of chemistry, physics, and biology to government and the social sciences
- Medicine and health issues around the world
- Foreign sources of strategic materials (e.g., natural resources)
- Law of the sea, pollution of international waters

HOME ECONOMICS

- Food origins
- Types of diets
- Nutrition and world hunger
- Ethnic cuisines
- Furniture designs from various nations
- Housing and architecture around the world
- Home furnishings from various nations
- Clothing
- Styles of living
- Family structures, role of parents, children, extended families
- Occupations, careers
- Budgeting
- Sanitation
- Cosmetics
- Hair styles
- Ornamentation
- Child rearing practices
- Human global ecology
- Women's rights in global perspective

INDUSTRIAL ARTS

- Origin of wood, metal, and other materials
- Woodworking techniques worldwide
- Tools to fit living conditions and needs
- Modes of transportation and types of energy
- Housing styles in different climates
- Costs and benefits (capital, energy, and pollution costs) of different construction materials

MUSIC

- Music and dance from around the world, the migration of styles
- Lyrics in foreign languages
- Contribution of other cultures to American music
- Popular music of other cultures

ENGLISH

- Outstanding books written by foreign authors
- Contrasting life styles as found in the literature of other nations
- Writing styles of authors from other cultures
- The political use of prose and poetry
- Literature and social trends
- Propaganda
- Free press

- Foreign drama, film, and television
- Non-Western English literature (from India, Pakistan, Nigeria, Kenya, Liberia, Zambia, Zimbabwe, etc.)

DRAMA

- Contribution of the various cultures and ethnic groups to the theatre
- Entertainment around the world
- Drama and politics, use of people's theatre for national development education
- The theatre and television as a reflection of values
- Freedom of expression
- Cross-cultural communications
- Puppetry in community education for development, conflict resolution, and cross-cultural learning

PHYSICAL EDUCATION

- Children's games from other nations and regions
- Popular sports in other nations
- Varying cultural attitudes towards sports
- Physical education teaching techniques in other nations
- Dance
- The politics of international sport (the Olympics, etc.)

ART

- Art, artists, and techniques from around the world
- Art and politics
- Art and propaganda
- Political cartoons
- Advertising and determination of economic and political values
- Graphic art styles

LANGUAGE

- Grammar, vocabulary, and structural links between languages and language families
- The silent language of each culture: gesture, etiquette, body language
- Language limitations and cultural restraints
- Opportunities to hear foreign languages spoken and getting to know those who speak them
- Folkways and mores of countries (similarities and differences)
- Study of the history and culture of the nation of origin and also other nations where the language is a primary one
- Assimilation and changes in languages

- Politics of language change (e.g., Francophone-Anglophone struggle)
- Foreign language films, radio broadcasts, records

SOCIAL STUDIES

A U.S. History

- Foreign influence on U.S. history: Revolution, Declaration of Independence, Civil War, economic development, etc.
- U.S. history as seen from other nations
- Foreign history of ethnic and minority groups in the U.S.
- Alternative interpretations of U.S. history by foreign and domestic scholars
- Music in history
- Cross-cultural analysis of historical trends
- Contribution of other countries to American customs, language, and culture
- Growth of global interdependence of the United States

B Economics

- Economics of natural resources and manufactured goods in North-South relations
- International trade
- Hunger issues
- Imperialism, neo-colonialism, global interdependence
- Economic systems and distribution of wealth
- Multinational corporations
- Value of international currencies
- World Bank
- International monetary system
- Economics and population
- Moral and ethical issues of global economic systems
- Economic experiments in development in Third World nations

C Government

- Political policies and social needs in different nations
- Distribution of power in varying systems of government
- Definition of crime and political-economic values
- Human rights policies and practices of nations
- Underlying values of political systems
- Law and legal systems and how they reflect societal values and trends
- Good citizenship in the context of global interdependence
- International cooperation through League of Nations, International Court of Justice, UN, UNESCO, WHO, ILO, FAO, OAU, OAS, NATO, SEATO, COMECON, etc.

Interdisciplinary Approaches

Many teachers find that an interdisciplinary approach proves very useful in internationalizing their classrooms, broadening student perspectives, improving communication and working relationships within and among school departments, and building a sense of cooperation among students in different classes. The following topics could be used in various individual disciplines or cooperatively among teachers in several disciplines.

WORLD FOOD ISSUES

Social Studies
Home Economics
Agriculture
Science
Economics
Mathematics
Foreign Language

WORLD HEALTH

World Affairs
Health & Nutrition
Family Studies
Home Economics
World History
Physical Education

WORLD ENERGY ISSUES

Science
Social Studies, Economics
Home Economics
Foreign Languages
Mathematics

CROSS-CULTURAL COMMUNICATION/UNDERSTANDING

English
Foreign Languages
Social Studies
Psychology
Sociology
Music
Physical Education

WORLD CURRENT EVENTS

Journalism
World Affairs
Social Studies
Sciences

WORLD-WIDE COMMUNICATIONS TECHNOLOGY

Electronics
Journalism
Social Studies
Business
Foreign Languages
World History
Music
Art

OCEAN RESOURCES

General Science
Biology
Social Studies
Political Science
Government
World Affairs

INTERNATIONAL TRADE

(or a more specific trade topic such as *Strategic Metals*)

Earth Science
World Affairs
Metal Shop
Social Studies
Economics
Foreign Languages
Mathematics

MULTINATIONAL CORPORATIONS

Agriculture
Business
Economics
Social Studies
Government
Mathematics
Foreign Languages

THE DEVELOPING NATIONS

World Geography
Political Science
Area Studies
Economics
Foreign Languages
World History
Current Events

THE UNITED NATIONS & ITS AGENCIES

Almost any discipline allied to the varied responsibilities of the many agencies
All of the Social Studies or Sciences

Child Care
Home Economics
Foreign Languages

An excellent all-school unit topic

(Note that UN materials are published in French, German, Spanish, Arabic, Swahili, English and other languages.)

A Suggested K-12 Curriculum Strategy

The following outline, based on a published study from the Pennsylvania Department of Education (*Curricular Dimensions of Global Education*, Philadelphia, Pennsylvania: Pennsylvania Department of Education and Citizen Education Research for Better Schools, Inc.), offers a rudimentary strategy for K-12 supplementary curriculum and/or study units in global education. Local interpretation of such strategy should be based on (a) the goals of the local educational institution, and (b) the cultural and environmental awareness level of the students.

Kindergarten

Your Senses and the World Around You

- 1 Focus student investigation and activities on sensory awareness of the environment.
- 2 Center observations and definitions on understanding similarities and differences among classmates, family members, and the community at large.

First Grade

Living and Non-living Forms

- 1 Focus activity on objects that are alive (and why they are alive, respective body shapes and related purposes).
- 2 Develop activities about non-living objects—why they have certain forms, shapes, and sizes—and their role in the local environment.

Second Grade

Interactions and Interrelationships
Between Living and Non-living Forms

- 1 Focus activities on life cycles in the environment—plant/animal and soil/air/water—relationships and events of the natural and man-made worlds.
- 2 Focus activities on location and ecosystems and habitats and on environmental influences upon individual characters in a natural and cultural surrounding.

Third Grade

Systems Approach to a Global Environment

- 1 Focus activities on individual systems such as the human body, a plant, and a non-living form. What are the compositions of parts that make up the whole?
- 2 Design activities that progress to a point where the students are involved with the composition of parts that make up the planet Earth.

Fourth Grade

Planet Earth and the Universe

- 1 Focus activities on simple astronomy lessons that promote an understanding of the location of the earth in our solar system and universe.
- 2 Develop activities centering on basic physical and related cosmic forces that affect the earth and the quality of life.

Fifth Grade

Humankind: Similarities and Differences

- 1 Focus activities on humankind—our function as a part of nature, our relationship to other life forms, our cultures and our perspective for the future.
- 2 Focus activities on the history and development of agriculture and technology, disruption of the earth's systems, and basic causes of pollution.

Sixth Grade

Windows on the World: Student Perceptions

- 1 Focus activities on value systems—individual, group, societal, cultural, or planetary.
- 2 Involve all students in simulation studies centering on the global way of life from the viewpoint of various topic areas.

Seventh Grade

Stewardship of the Spaceship Earth

- 1 Focus activities on environmental issues at a local and/or state level and examine how they contrast with national and/or global issues.
- 2 Develop activities centering on the types of alternatives that are available with regard to environmental issues.

Eighth Grade

Citizen Responsibilities Concerning the Environment

- 1 Focus investigations and activities on local, state, and national channels of government and the techniques they use to respond to environmental needs and/or issues.
- 2 Investigate and compare the U.S. system of government with that of a foreign government. In addition, de-

velop activities exploring the United Nations and other international efforts to respond to global environmental concerns.

Ninth Grade

Understanding Human Choices

- 1 Focus activities on the problems confronting individuals, nations, continents, and the human species as global concerns expand.
- 2 Focus activities on students' abilities to understand the difference between pre-global and global perspectives.

Tenth Grade

Opinion and Perspective

- 1 Focus activities on awareness of varying perspectives with regard to the individual and the world, followed by investigative research about the different perspectives.
- 2 Focus activities on discovering and recognizing global perspectives that differ profoundly from those of this country. (This level of activity reinforces concepts learned in sixth grade.)

Eleventh Grade

The World in Dynamic Change

- 1 Focus on research and investigation activities revealing present key traits, mechanisms, or technologies that assist in the operation of global dynamics.
- 2 Conduct activities on awareness of theories and related concepts regarding current global change.

Twelfth Grade

State of Planet Earth

- 1 Focus activities on the most recent worldwide environmental conditions—migration, political change, war and peace, economic conditions, and so forth.
- 2 Develop activities on awareness of students' roles and their responsibility to become involved in one or more of these world conditions and to work towards a resolution.

Models of Innovative Programs

The models selected for inclusion in this chapter are all functioning currently. Sources of further information are given for each program described, usually the program itself. The models for foreign language are taken from two major sources:

1 Award Winning Foreign Language Programs, by William D. Sims and Sandra B. Hammond. This is an excellent collection of descriptions of model foreign language programs, published in 1981 by the American Council on the Teaching of Foreign Languages, 385 Warburton Avenue, Hastings-on-Hudson, New York 10706, (914) 478-2011.

2 Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12, by William D. Love and Lucille J. Honig. This book was published by the Modern Language Association in 1973, is now out of print, but is available in university libraries.

The models focusing on international studies were gleaned from a wide variety of sources. They were selected according to topic, grade level, replicability, and currency.

Researchers should note that a survey is being conducted by the International Education Assessment Project which will examine and assess both student and institutional performance and will identify both obstacles to and exemplary programs in international education. Findings will be published in 1983 and will include a *Handbook of Exemplary Programs in Education for International Understanding at the Elementary/Secondary Level*. This volume will serve as a companion to the *Award Winning Foreign Language Programs* mentioned above. Inquiries about the project may be directed to:

International Education Assessment Project
Suite 9H
777 United Nations Plaza
New York, New York 10017
(212) 972-9877

The model programs that follow are grouped by educational level, i.e., K-12, Elementary, Middle, and Secondary. In addition, they are coded to indicate the subject matter, e.g., "Foreign Language," "International Studies," etc.

Model Programs: K-12

Regional Consortium in Higher Education Serves K-12

REGIONAL

The Pacific Northwest International/Intercultural Education Consortium has been from its inception in 1979 an unusually far-ranging institution of its kind. It coordinates the efforts of 23 members in Oregon, Washington, Canada, and Alaska, who provide international studies and study abroad programs, train higher education teachers to introduce a global perspective into their subject matter, and exchange information. In 1981-82, the Consortium extended its concerns to educators on the kindergarten through high school levels.

There are three goals of the new Consortium project: (1) to develop awareness of global issues in a cross-section of 300 K-12 teachers from 20 districts in Washington and Oregon, (2) to train teachers for introducing global studies into existing curricula, and (3) to produce a compendium of FLIS teaching plans which have been created and used successfully by teachers. They are focusing on three major topics—multicultural studies, global resource issues and international economics, and historic interaction of countries.

The training of teachers is taking place in three phases. First, task forces from the school districts assembled at seven regional centers for all-day development workshops. Then participants in these workshops conducted in-service sessions within districts—under the leadership of local program coordinators—in preparation for a second workshop 3-4 months later. In the final implementation phase, materials developed by workshop participants will be used and evaluated. A global studies teaching guide and training manuals will be compiled. A "hotline" to deal with problems in implementation and

resource links to the Consortium will also be established. Further information about this project is available from:

**Pacific Northwest International/
Intercultural Consortium
K-12 Teacher Training in Global Studies
Office of International Education
Pacific Lutheran University
Tacoma, Washington 98447
(206) 535-7628**

Learning about Cultures Through Theatre

INTERNATIONAL STUDIES

A unit which is intended for use after a classroom has engaged in ongoing study of various cultures provides students the opportunity to present plays true to the art and character of chosen countries. During the year, students study the history, social organization, and arts of various cultures. They attend theatre or opera. They become familiar with a great variety of folktales (Asian, European, American Indian) and even write their own.

The culmination of this study is student production of plays using elements of Peking Opera, for example, Asian puppetry, Noh plays, Kabuki, Victorian melodrama, and American Indian ritual dances. Working in groups of eight or so, with an adult facilitator, students choose a type of drama, write a story line, create scenery, assemble props. An especially important stage in the production is blocking since so much of Asian theatre, melodrama, and opera is intended to be symbolic rather than realistic. In schools without a stage, plays can be presented along the four walls of the classroom, the audience turning to face each play.

Background information for teaching Asian theatre was researched by a theme group and is available from:

**Bay Area Global Education Program
312 Sutter Street, #200
San Francisco, California 94108**

Signs, Symbols, Cues

INTERNATIONAL STUDIES

The Many Languages of Signs and Symbols: An Introduction to Early Human Communication is another unit for Teaching Language and Literature in the Global Classroom developed by the Bay Area Global Education Project. For background understanding, this unit explores communication of early humans (sounds, gestures, drawings, or paintings), the evolution of sounds to spoken language, and symbols to written scripts, and the beginnings of literature, both oral and written. Several activities are suggested: (1) Understanding differences between

signs and symbols, explaining and creating examples of both, (2) role playing how early humans might have communicated without spoken or written words, (3) making sign and symbol dictionaries, (4) creating a time line of writing evolution.

One suggested activity that sparks the imagination involves a study of early human drawings. Students are first exposed to pictures of early art (sources are suggested with the unit). They discuss the tools, colors, and sites used by early peoples. Finally, they engage in "cave painting" themselves. In groups of four and five, they organize into caves, which they name. With lengths of butcher paper on the wall, newspapers on the floor, and conduct rules established, with supplies of paint in earth tones and working only by candlelight in a darkened classroom, the children create their art and make some contact with the conditions and the feelings their ancient relatives may have experienced. More information about this activity and other units for Teaching Language and Literature in the Global Classroom are available from:

Bay Area Global Education Project
312 Sutter Street, #200
San Francisco, California 94108

Teaching Language and Literature in the Global Classroom

LANGUAGE AND INTERNATIONAL STUDIES

Teachers from 13 northern California districts who attended the 1981 Stanford Summer Institute of the Bay Area Global Education Program (BAGEP) developed models for studying five curriculum themes, including Teaching Language and Literature in the Global Classroom.

The rationale developed for Teaching Language and Literature in the Global Classroom recognizes that language is a clear and unique expression of cultural identity, but it emphasizes that while language defines differences between peoples, it also reveals and clarifies the commonalities between them. Correspondences in attitude, feelings, and values can be perceived and dignified through study of language habits and the need to create oral and written literature.

Several language and literature units were developed which would satisfy the primary goals of developing communication skills and encouraging creative potential, developing appreciation for diverse cultures, and examining global concerns such as environment, resources, and so forth. Lesson plans were developed which could be adapted to a variety of suggested courses: The Effects of Geography; The Impact of Historical Events; Institutional Workings of Society; Myths, Manners, and Mores; Migrations and Adaptations, and so forth. It is intended that the origin and development of four aspects of language—

oral, silent, symbolic, and written—be incorporated into lesson plans for all topics.

One lesson plan that looks at oral language and develops understanding of diversity has students assuming the identity of someone from another national or ethnic group and presenting an autobiography which evidences understanding of how customs and language would affect the life of someone from that culture. In choosing an assumed name, for example, students would learn what names are typical and why, what the significance of family names might be, even what history is suggested by the name. (The nickname "Chino" in Peru is an instance.) For further information about BAGEP institutes developed in 1981 as well as various lesson plans, contact:

Bay Area Global Education Program
312 Sutter Street, #200
San Francisco, California 94108

Mandate for School Districts

INTERNATIONAL STUDIES

The State Education Department of New York has worded a very comprehensive plan for providing a global perspective in education. The plan is notable because it will be a mandate to all school districts in the state to provide foreign language and international studies from kindergarten through twelfth grade and because it outlines specific goals and implementation strategies.

The four major objectives for education under this plan are that (1) students granted a high school diploma will demonstrate understanding of the interaction between cultures and of the world as a network of interrelated systems, (2) graduating students will demonstrate a knowledge of cultures other than their own and the ability to speak of the values, beliefs, and attitudes of other cultures without prejudice or precondition, (3) foreign language study will begin in elementary grades and students leaving the sixth grade will demonstrate proficiency in a second language, and (4) by 1996, 50 per cent of students leaving high school will be functional in a second language. There is an emphasis on moving foreign languages into the elementary schools and on getting a global perspective incorporated, not only into social science courses but into art, music, business, and science classes, and into the readings for English and elementary classes as well.

The plan provides for summer school programs in foreign language immersion, for adding international studies and foreign language components to existing regional resource centers, and for inservice training. Kenneth Clark, noted psychologist and longest-serving member currently on the New York Board of Regents, stated, "This plan pushes us substantially beyond the presently fashionable

emphasis on the basics and puts a whole new complexion on elementary and secondary education." For further information, contact:

**Director, Center for International Programs
New York State Education Department
Cultural Education Center
Albany, New York 12230
(518) 474-5801**

State Interest in Global Education

INTERNATIONAL STUDIES, STATEWIDE

Early in 1979, the Florida State Board of Education passed a *Resolution to Support the Concept of Global Education*. The success of capturing statewide interest can be attributed to the hard work of many people committed to providing global studies, official recognition of the state's international aspects, and the fortunate coincidence of educators working well with interested people in the commissioner of education's office.

One of the first steps to building statewide support was a needs assessment conducted by global educators from Florida International University and the State Board of Education, funded primarily by their own dedication. They gathered evidence to argue that global education would serve not only academic excellence and national interest, but also compelling state needs. The resolutions which were passed acknowledged Florida's rapidly growing multiethnic, multilingual, and general population, the thirteen international ports, the \$1 billion investment by companies from forty other nations in Florida's economy, and the nearly \$4 billion of goods exported from Florida. People instrumental in passing the resolution agree that several factors promoted success: (1) a core group of committed educators, (2) a state administration that recognized the importance of global education to trade and industry, (3) a commissioner of education familiar with other international programs, (4) politicians who saw global education as an opportunity, and (5) global education models already in operation in the state which could be pointed to as successful. The state's commitment to global education has enabled universities and school districts to receive federal grants and funding from various private sources. Questions can be directed to:

**Global Awareness Program
School of Education
Florida International University
Tamiami Campus
Miami, Florida 33199
(305) 554-2664**

Record of Success

FOREIGN LANGUAGE-INTERNATIONAL STUDIES

The public schools of Cincinnati, Ohio, have a well

established intensive foreign language program articulated from kindergarten through twelfth grade. All of the students in three magnet schools (one middle, two elementary) receive 25 per cent to 50 per cent of their instruction in French, Spanish, or German. Fifty per cent of the students in five other elementary and middle schools elect to participate in similar language programs at their schools. Students are not screened for either the magnet or option programs, but are accepted on a first-come basis. It is interesting that, although there is no selection for academic excellence, the students in the foreign language programs consistently score as well as or better than local and national norms on standardized measures of achievement.

One high school includes an International Studies Academy. Open to all students, it offers an International Baccalaureate degree option to the academically talented. All students enrolled in the Academy study in two languages. The Academy also has a vocational education component open to non-English speakers—primarily recent immigrants who require education in basic academic and vocational skills—for whom the second language is English. In high schools throughout the city where there is a demand, Latin, Greek, and Hebrew are taught in addition to the three languages which have been available since kindergarten.

The particular success of foreign languages and international studies in this system has been described in "Bilingual Education for Speakers of English," *Foreign Language Annals*, February, 1978, and in "Rebirth of Foreign Language in Elementary Schools," *Educational Leadership*, January, 1980. Questions about the program can be addressed to:

**Supervisor of Foreign Languages
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202**

People Perceive Differently

INTERNATIONAL STUDIES

Exploring and comparing individual perceptions of objects, events, and people can be an excellent way to introduce students (upper elementary through high school) to important concepts related to cultural understanding. To introduce the notion that people perceive differently, present the class with a simple object in the room such as a chair. Have them write down five words or phrases to describe the object. Share these orally. Point out that even though they described the same object, they emphasized different characteristics. None of these descriptions was wrong; they were just different. As a follow-up activity show students a picture and ask them to list in ranking order three things of importance or interest about the picture. Once again compare their perceptions.

Understanding that people perceive things differently is basic to understanding stereotyping, prejudice, discrimination, and so forth. Two excellent handbooks which include lessons progressively building on these ideas are:

***The Prejudice Book*, David Shiman, New York:**

Anti-Defamation League of B'nai B'rith

823 United Nations Plaza

New York, New York 10017

OR

Social Studies School Service

10,000 Culver Boulevard

P.O. Box 802

Culver City, California 90230

***Teaching About Cultural Awareness*, Gary R. Smith and George Otero, Denver:**

University of Denver, 1977.

This book is available from:

CTIR

University of Denver

Denver, Colorado 80208

The cost is \$9.95 plus \$2 for postage and handling

(25¢ additional postage for each additional book ordered).

The Washington International School

FOREIGN LANGUAGE-INTERNATIONAL STUDIES

The Washington International School is multinational in staff, curriculum, and student body from nursery through grade twelve. The school has a very strong academic program. For example, it requires all elementary pupils to study the curriculum in two languages of instruction, English and French or Spanish. In each grade from ages eleven through sixteen, all pupils study biology, chemistry, physics, history, geography, art, and music, as well as two languages (one always English). At least two years of Latin are also required. Beginning at age sixteen, students follow the syllabuses of the International Baccalaureate. For further information contact:

Associate Director

Washington International School

3100 Macomb Street, N.W.

Washington, D.C. 20008

(202) 966-8510

French Program In Grades 4-12

FOREIGN LANGUAGE

An unusually long sequence in French in the Lexington (Massachusetts) Public Schools offers an interesting example of a fully articulated elementary, junior high, and high school program. Although it is not a required subject, nearly 90 per cent of Lexington children begin French in grade four. Self-paced instruction monitored by a city-

wide language testing program is the key to success of the program. Flexibility is also afforded by the option of beginning the language in grade 4, 7, 9, or 10, depending on the enrollment. The program affords the pupils plenty of opportunity for success and stresses communication in youth-oriented situations. For information contact:

French Language Program

Lexington Public Schools

251 Waltham Street

Lexington, Massachusetts 02173

(617) 862-7500 (Ext. 142)

Magnet School

FOREIGN LANGUAGE

The LaSalle Language Academy of Chicago is a public, K-8 magnet school which emphasizes modern foreign languages in addition to the regular curriculum. All students receive daily instruction in French, Italian, German, or Spanish, and participate in cultural activities. Language programs for parents are also offered evenings and mornings. The Academy offers a foreign exchange program for 7th and 8th grade students. For information contact:

Principal, LaSalle Language Academy

1734 North Sedgewick

Chicago, Illinois 60614

(312) 337-2891

Statewide Teacher Professional Development

INTERNATIONAL STUDIES-TEACHER EDUCATION

The Tennessee State Network Project for Cultural Understanding for Global Citizens developed a handbook for teacher trainers in global education. It gives a conceptual framework and defines the meaning of global education. The handbook and a packet of supplementary materials and lesson plans for implementing global education can be obtained for duplication costs. Contact:

Project for Cultural Understanding

Box 320

George Peabody College

Vanderbilt University

Nashville, Tennessee 37203

(615) 322-8090

A UNESCO Associated School

INTERNATIONAL STUDIES

The Glen Falls, New York, school system was one of the very first school systems to develop a K-12 curriculum plan in international education. Entitled *Operation Survival*, the plan suggested ways in which all segments of the schools can include an international dimension.

Although the Glens Falls experiment is no longer functioning, its materials have been widely distributed. The National Council for the Social Studies devoted a publication to the Glens Falls approach:

**Improving the Teaching of World Affairs:
The Glens Falls Story, Bulletin No. 35,
National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
(202) 966-7840**

A school system such as Glens Falls which has developed broad curriculum plans or an in-depth program in international studies may apply to UNESCO for designation as a UNESCO Associated School. By developing new ideas and approaches, these schools serve as models and catalysts for change in other institutions. For information about the UNESCO Associated Schools Project, which now includes over 2000 schools and teacher education institutions in 80 nations, contact:

**UNESCO Associated Schools
UNA/USA
300 East 42nd Street
New York, New York 10017**

K-12 Global Social Studies

INTERNATIONAL STUDIES

All students in the Reading, Pennsylvania, school district have exposure at all grade levels to programs explicitly defined as global education, generally under the social studies curriculum. In the elementary grades the focus is on culture. In junior high the curriculum is called *World Regional Studies*. All tenth grade students are required to take *World Cultures and Geography*. Seniors have options including *Comparative Economics Systems* and a cross-cultural course on *Marriage and the Family*. This K-12 curriculum is entitled "The Social Studies-Global Education Curriculum." For further information contact:

**Director of Social Studies
Reading School Administration
8th and Washington Streets
Reading, Pennsylvania 19601
(215) 371-5631 or 371-5637**

Administrative Policies Key to Language Program

FOREIGN LANGUAGE

The Jefferson County Public Schools serving rural, small town, and suburban communities in the Birmingham, Alabama, area demonstrate how local policies dramatically aid in promoting foreign language education and linguistic literacy. The county has hired a part-time foreign language consultant as an advocate of foreign language education, and a county hiring policy requires preferential

treatment of candidates with competence in a second language. Additional highlights include a foreign language in elementary school programs staffed by volunteers and a series of teacher-prepared "Welcome Aboard" packets which promote and describe languages and are used in the first weeks of all language courses. For information contact:

**Jefferson County Board of Education
400-A Courthouse Building
Birmingham, Alabama 35263
(205) 325-5222**

Latin Widens Horizons and Improves English

FOREIGN LANGUAGE

The Latin for the Modern School teaching materials result from the internationally known pioneer work in teaching Latin the modern way, which Dr. Judith Bretan Le Bovit did during her tenure as Supervising Director of the Department of Foreign Languages in the Washington, D.C., public schools.

The program initiated with a traveling teacher who provided instruction on Latin in the context of Roman life and mythology for fifth and sixth grade students. When independent test results show dramatic gains in English speaking and reading ability made by sixth grade students after only one year of Latin instruction, the methods and teaching material were made available to all Latin teachers and school systems through a series of grants from the National Endowment for the Humanities.

The tests and methodology developed by Latin for the Modern School are now being used by Latin teachers throughout the United States, not only at the elementary and secondary levels, but also in the university teacher training classes. Materials include a series of four student texts, teachers' manuals, and a handbook for educators and administrators with step-by-step suggestions for the organization and implementation of a successful Latin program in elementary and secondary schools. Curriculum materials and information are available nationwide from:

**Dr. Judith Bretan Le Bovit, Director
Latin for the Modern School
8542 Georgetown Pike
McLean, Virginia 22102
(703) 893-5871**

Volunteers Enhance School Programs

FOREIGN LANGUAGE-INTERNATIONAL STUDIES

Many school systems are improving the quality of their instruction through school volunteer programs. Volunteers

can provide assistance as guest speakers, mentors, tutors, and counselors. They perform managerial, clerical, clinical, and technical services. School volunteers can be a productive source of assistance in international education, provided volunteers do not stereotype other cultures or people.

Teachers must set high standards for the types of programs they would accept in their classrooms; therefore it is the purpose of the National School Volunteer Program to train the managers of volunteers and to provide technical assistance for school systems interested in developing or expanding school volunteer programs. For assistance in the effective and creative utilization of volunteer services contact:

Executive Director
National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314
(703) 836-4880

Global Education In-Service Program

INTERNATIONAL STUDIES

In May, 1980, a national conference on global education was held in Milwaukee, Wisconsin. The proceedings were videotaped and are offered as an inservice package. They comprise seven ¾" video cassettes, each approximately one-half hour in length. A *Viewer's Guide* is provided with each set of tapes. The topics and speakers are:

- Tape 1** "The Case for World Centered Education" (James Becker)
- Tape 2** "Obstacles to Global Thinking" (Judith V. Torney)
- Tape 3** "A Rationale for Global Education" (Lee Anderson)
- Tape 4** "The National Council for the Social Studies and Global Education" (Paul P. Purta)
- Tape 5** "Sources of Help for Global Educators" (H. Thomas Collins, George Otero, Andrew Smith)
- Tape 6** "A Potpourri of Views of Global Education" (comments of nine practitioners from various educational levels: Dr. Lee R. McMurrin, Dr. John Chapeman, Dr. Jane Lowrie, Dr. Carol Hansen, Dr. Jan Tucker, Mr. Charles Gloor, Mrs. Pat Hoffman, Dr. H. Michael Hartoonian, and Dr. Carol Bauman)
- Tape 7** "Looking Ahead—An Agenda for Action" (Robert Leestma)

These tapes are available for purchase at \$50.00 each. The cost for the entire series is \$350.00. For additional information contact:

Curriculum Specialists—Social Studies
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201
(414) 475-8099

Model Programs: K through Elementary

International Studies

ACTIVITY SONGS

Music, games, and dance are excellent vehicles for introducing global themes. There is a finger play that has been used for many years by kindergarten teachers, called "The Great Big World We Live In."

The great big world we live in
(Make large circle by extending arms.)

Has people everywhere.
(Throw arms out to both sides.)

Some big and some little,
(Hold right hand palm down toward floor and raise left hand upward.)

Colors dark and fair.
(Place hands over cheeks, then extend them outward, tulip fashion.)

Some live very close to me,
(Wrap arms around body.)

Some live very far away,
(Point outward with both arms.)

But all of us are neighbors
(Join hands in front of body.)

Wherever we may live.
(Intertwine fingers of both hands for a "handclasp.")

This finger play, along with the right questions, is a good way to begin to teach young children about interdependence, self-worth, and appreciation of diversity.

For more detailed information:

Crossties—A Teachers' Manual: A Basic Discovery Program in Early Childhood Education, by Welch et al. Oklahoma City: The Economy Company, 1977, p. 130.

International Studies

OCEAN RESOURCES GAME

Students in the upper elementary grades of Menominee, Michigan, are provided two opportunities to understand the international aspects of using the ocean as a resource. In one unit, they play the roles of decision makers from various nations, learning about the issues and positions of those who exploit the wealth of the seas, including minerals, oil, and fish. This game, completed in three class periods, can result in significant understanding. Further information about the game may be obtained from:

Global Perspectives in Education
218 East 18th Street

New York, New York 10003
(212) 475-0850

A complete three-week unit, "Oceans: Ecology, Resources, and Management," combines ecological concepts such as food chains with the international issues considered in the Ocean Resources Game. A description of this unit is available from:

Global Education Project
Menominee County Intermediate School District
952 First Street
Menominee, Michigan 49858
(906) 863-6550

International Studies

GLOBAL EDUCATION WITH MAPS

Peter D. Rose of Thomas Jefferson Elementary School in Falls Church, Virginia, developed a global education curriculum based on the use of maps for fifth grade students. His students learned that persons have historically imposed their limited view of world structure and, at the same time, have been profoundly influenced by their limited knowledge. Rose taught them, for example, that between the twelfth and fifteenth centuries, before the world was known to be round, mapmakers drew the world as they conceived it, as an island surrounded by water. The most important city known to the mapmaker was, of course, in the center of the world map. As knowledge of the world increased, of necessity this ethnocentric view changed, although maps are still usually used to define boundaries rather than to cross them.

Rose further used maps to help his students understand the relationships between countries, continents, and hemispheres, and to understand that the world is an interdependent human community of cultures with more similarities than differences, and that the actions of one culture affect other cultures around the world. Starting by leading his fifth graders to descriptions of their own "world view," Rose helped them make predictions about the world views of other cultures and peoples as influenced by such factors as geographic location and climatic conditions. The students learned how factors such as availability of natural resources and adequate rainfall affect the way people live and, therefore, the cultures which they develop. The students also predicted trends toward interdependence of nations in the world system, based on supply and demand for the basics that all people need, such as food, materials for housing, and metals for technological growth.

The final lesson dealt with America as a nation of immigrants who left the foreign nation in order to meet certain needs, but who brought part of their foreign "home" with them. The students developed their family histories, if possible back to foreign origins. In exchanging family his-

stories with other students, they discovered once again how similar people are in their national and ethnic diversity.

For more detailed information on this project:

Winston E. Turner. "Expanding Our Horizons Through Global Education," *Principal*, Vol. 60, No. 2, November 1980 (Arlington, Virginia).

International Studies

IF YOU HIT ME, I'LL HIT YOU

An Afro-Cuban courting song, "If You Hit Me, I'll Hit You," is a lively song that can lead to a discussion about conflict resolution. Children from kindergarten through third grade are delighted by the action language it uses. The song is taught to the entire group until everyone feels comfortable with it. Then the children are divided into two groups.

1st group: If you hit me,
2nd group: I'll hit you.
1st group: If you trip me,
2nd group: I'll trip you.

Continue in this manner using: kick, punch, pinch, slap, scratch, bite, shake, hate, etc. Then at some point in this exchange, both groups ask the question: *But what if I don't?* Then the two groups alternate, as above, but using a new set of words such as: squeeze, kiss, touch, hug, etc. The play always ends with:

1st group: If you love me,
2nd group: I'll love you.
Together: Well, I do!

Use of this song in the classroom can lead to a discussion of ways to avoid or defuse conflicts, and can also be used to illustrate the commonality of human feelings.

For more information:

Beatrice Landeck. *Echoes of Africa: Folksongs of the Americas*, New York: David McKay. Available in *Teacher*, January, 1979.

International Studies

THE MANY ME'S

Candace Minzlaff, an elementary teacher from Marinette, Wisconsin, wrote a K-1 unit plan which she titled *The Many Me's*. In this unit students are given the opportunity to: (a) realize that feelings are universal—all people have happy feelings, sad feelings, angry feelings, and feelings of fear; (b) understand the feelings of others while developing respect and tolerance for them; and (c) develop a concept of the world and a tolerance for peoples who are different.

For more details on this unit plan:

Candace Minzlaff. *The Many Me's*. Marinette, Wisconsin: Menekaunee-Marinette Public Schools, 1980.

International Studies

THE COMMUNITY IN THE WORLD

Learning about the local community's connections with the rest of the world can be an easy, enjoyable, and extremely educational exercise in international understanding for upper elementary students. It brings the world closer to home by having students discover what links (people, things, communication, technology) with other parts of the world are present in their own classrooms, homes, and community, as well as what contributions their own community makes to the rest of the world. For instance, students can make an inventory of all household items made in another country, trace on a map the origins of their ancestors, identify places outside the U.S.A. where their friends or relatives have traveled, note international content in the media, and identify local corporations which conduct business abroad. For information about specific programs developed on the local community-in-the-world concept, contact:

- 1 **The Mershon Center**
100 West 10th
Columbus, Ohio 43201

Publication: Columbus in the World - The World in Columbus

- 2 **Mid-America Program for**
Global Perspectives in Education
Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-3838

Publication: Indiana in the World, Vermont in the World, Philadelphia in the World, and many others.

International Studies

GLOBAL ORIENTATION TO ELEMENTARY CURRICULUM

The Tree Tops School in Texas has provided a global orientation in the curricula of their classes from nursery through middle school. Unique features of the program include field trips to Mexico and Europe for young children, a "world room" within the school, an "olde world" village, and lodging hostels for visitors to the campus so as to encourage international student exchanges. For specific information about this parent-professional co-op center, contact:

Director, Tree Tops School
RR 1 - Box 257
Euless, Texas 76039
(817) 283-1771

International Studies

AN ELEMENTARY MULTICULTURAL/ GLOBAL EDUCATION SCHOOL

The Potter Multicultural/Global Education School is one of seventeen magnet schools in the Flint, Michigan, school district. From its inception, the school felt that both the Michigan Department of Education's guidelines for global education and position statement on multicultural education could serve as a foundation for its goals. Potter serves as a replicable model for schools throughout the state, providing information and technical assistance, and opening its doors to visits from other districts.

A global perspective is provided for subject areas in all classrooms and grades of the school. The goal of this education is that students will acquire basic knowledge of various cultural aspects of the world, a sense of global interdependence and relatedness, awareness of problems that have global implications and alternative solutions, as well as increased appreciation of cultural differences. All the basic skills are taught with international materials and emphasis; children participate in art, music, dance, and games from various cultures; foreign language classes are taught; literature from various countries is studied and compared; the metric system is used. In addition, each classroom "adopts" a country which it researches throughout the year.

There are several features of this program which have drawn visitors from approximately 77 other nations. The visitors themselves are a valuable resource for the students in the classrooms. The climax of the activities of the school year is the annual school festival, which centered in 1982 around the music and dance cultures of other countries. For information contact:

Larry Hackett, School Facilitator
Potter Community School
2500 North Averill
Flint, Michigan 48506
(313) 762-1815

International Studies

THE WORLD IN A CHOCOLATE BAR

Study of the foreign origins of a simple candy bar can help students discover links with the rest of the world and understand the concepts of systems and interdependence. Beginning with the wrapper, students identify the raw materials needed to manufacture the finished candy bar: paper, sugar, cocoa, nuts, corn syrup, etc. After they learn which countries produce these products, the students draw lines on a map from those countries to the U.S. to show graphically the movement of these materials. Students identify and discuss the systems, such as shipping and marketing, which must function smoothly for the

candy bar to be produced and consider what happens if one part of the system breaks down. This study can lead to a variety of other activities and discussions about interdependence. For specific suggestions and information on the origin of the chocolate bar, consult:

- 1 "Lullabies and Chocolate Bars—Can This Be Global Education?" Describing two classroom activities for the elementary grades, this was published originally in *Global Perspectives*, February, 1981, now out of print. It is still available, however, in *Myself and Others*, by Alexis Aquino-Mackles, David C. King, and Margaret S. Branson, 1981, a teaching handbook from the Humanities Series, Global Perspectives in Education. (Order code: GPH 104. \$5.00)
- 2 "The World in a Chocolate Bar," 1981. New York: UNICEF and Global Perspectives in Education. (\$2.00) This is a 22" x 30" poster with detachable step-by-step instructions for use in the classroom.

Myself and Others and the poster are both available from:

Global Perspectives in Education, Inc.
218 East 18th Street
New York, New York 10003
(212) 475-0850

International Studies

CHILDREN AND THE WORLD PROJECT

From 1977-1980 the National Association of Elementary School Principals conducted a pilot project to develop and implement alternative approaches to global awareness in five elementary schools in Washington, D.C., Virginia, and Maryland. Providing inservice training for principals and teachers, the project focused on basic global concepts, world issues, and key world areas. Suggestions for classroom implementation of these ideas were developed. The final report, *Children and the World*, is available from:

**National Association of
Elementary School Principals**
1801 North Moore Street
Arlington, Virginia 22209

Model Programs: Middle Schools

Foreign Language

GLOBAL FESTIVAL

The Foreign Language Department at Swope Middle School in Reno, Nevada, has a successful program that

has enjoyed parent and community support. In 1981-82, the community and the entire school were involved when they presented a global festival. The idea came about when the local Rotary Club, looking for ways to carry out the Rotary International theme, "Peace Through World Understanding," approached the public schools and language staff at Swope and suggested that they participate in this way.

Rotary helped to provide twenty speakers who were feature attractions at the day-long festival. These were people from other countries or ethnic communities around Reno or people who had lived abroad. They were introduced to students at an all-school assembly in the morning and throughout the day gave small group presentations; students could choose four of these to attend. Some speakers wore native dress and some had slides, artifacts, or art objects to show; all discussed the countries they had lived in or visited. Speakers included exchange students from India and Spain, an economics professor who was born in Holland and had been interred in a Nazi concentration camp, an American who had lived in Iran with her husband and children, and a local businessman and businesswoman who had climbed Mt. Everest from the Chinese side.

The day was made more festive by the school band playing music with an international flavor, an international buffet organized by the parents, and a final assembly featuring a singer/entertainer of Basque heritage. For more information, contact:

Foreign Language Department
Swope Middle School
901 Kule Drive
Reno, Nevada 89520
(702) 323-3127

International Studies

WORLD POPULATION: WHERE ARE WE HEADED?

At current growth rates the world's population will double over the next 35 years. One model activity to inform students about global population has groups of students use various forms of data to systematically inquire into the nature of the situation. After some general research, students enter into a class discussion. During this stage of the activity, an attempt should be made to:

- 1 Discuss the possible effects of overpopulation on the world's developed and underdeveloped countries.
- 2 Discuss the relationship between population and other factors such as food, energy, and pollution.
- 3 Have students realize that they are affected directly or indirectly by the population situation.

The above activity is described in detail in the *Global Perspectives Handbook* by David Victor and Richard Kraft, 1976, available for \$3.00 from:

**Mid-America Program for Global Perspectives
in Education
Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-3838**

Additional sources of information concerning population and descriptions of elementary and secondary teaching activities may be obtained from:

**Population Reference Bureau, Inc.
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
and
Zero Population Growth
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036**

International Studies

SPACESHIP EARTH STIMULATION

The term *Spaceship Earth* has been used to describe the fact that humanity shares this fragile planet and its conditions. A multidisciplinary unit simulating a trip into space complete with first, second, and third class passengers (roughly equivalent to first, second, and third world peoples) is designed for upper elementary and junior high school classes. The unit is completely self-sufficient, and science lessons can be used to demonstrate the principles of a closed ecological system, such as a terrarium or the earth itself.

In this unit, the spaceship encounters problems and the group must make decisions about rationing, using facilities, and, finally, where to land on earth, which occasions country studies. As an extension of the lesson, a model of the spaceship can be created by the students. A 53-page module, *Teaching About Spaceship Earth*, is available for \$1.75. Bulk orders require advance notice. Order from:

**Global Perspectives in Education, Inc.
218 East 18th Street
New York, New York 10003
(212) 475-0850**

International Studies

STUDENT CONFERENCE ON WORLD ISSUES

With initial training assistance from the Center for Teaching Relations at the University of Denver, middle school teachers in several schools in Aurora, Colorado, have developed an annual conference on food, energy, and population. Students take the roles of representatives from different nations and debate the merits of resolutions. For further information contact:

**Social Studies Supervisor
Aurora Public Schools
1085 Peoria Street
Aurora, Colorado 80011
(303) 344-8060**

Foreign Language

FIVE LANGUAGES IN ONE YEAR

The Foreign Language Exploration Program (FLEX) in Topeka, Kansas, offers junior high school students the opportunity to sample five foreign languages during one year. By rotating six weeks of instruction in German, Russian, French, Latin, and Spanish, students learn some basic vocabulary, sentence structure, and cultural content of each language. Thus, the students not only gain cross-cultural awareness, but are better able to choose a language to study in high school. Contact:

**The Topeka Public Schools
Office of Superintendent
Instructional Resource Center
1601 Van Buren
Topeka, Kansas 66612
(916) 357-0351 (Ext. 46)**

Foreign Language

REQUIRED COURSE INTRODUCES LANGUAGES TO SEVENTH GRADERS

All seventh grade students attending the Harvard School, a private school in North Hollywood, California, are required to take a year-long course, "The Phenomenon of Language." This overwhelmingly successful course provides an overview of language as a cultural and linguistic phenomenon and has been important in revitalizing the language program. Focusing on the interrelationships of Indo-European language systems, the course centers mainly on Latin, with shorter segments on French, Spanish, Russian, and comparative linguistics. Following this, students from grades eight through twelve choose either three years of one language or two years of Latin and two years of a modern language. Their text, *The Phenomenon of Language*, was developed at Harvard School and published by Independent School Press of Boston. These language courses are an integral part of Harvard School's philosophy of internationalizing its program. For information about the language courses specifically, or for the school's international approach generally, contact:

**Harvard School
3700 Coldwater Canyon Road
P.O. Box 1037
North Hollywood, California 91604
(213) 980-6692**

Foreign Language

NATIVE SPEAKERS BRING LIFE TO PROGRAMMED LANGUAGE LEARNING

In Tucson, Arizona, junior and senior high school students are enrolled in self-instruction programs in French, German, Spanish, Latin, and Hebrew. Students work alone or in small groups using programmed texts and audio-visual materials. A unique feature of the program is the use of native-speaker consultants to give students direct contact with various aspects of the foreign culture as well as opportunities to use the language in informal conversation. Contact:

Coordinator of Modern and Classical Languages
Tucson Public Schools
P.O. Box 4040
1010 East Tenth Street
Tucson, Arizona 85717
(602) 791-6230

Model Programs: Secondary Schools

Foreign Language-International Studies

AN INTERNATIONAL HIGH SCHOOL

In line with an Illinois State Board of Education policy statement that advocates programs providing students with the opportunity to acquire foreign language skills and an appreciation of international issues and other cultures, Morgan Park High School of Chicago has established a four-year high school program, Foreign Language and International Studies, beginning fall, 1982. The goal is that students who graduate from the program will have developed cultural awareness necessary for international communication and understanding, proficiency at speaking a foreign language, skills for survival in an interdependent world, a global perspective on the relationship between people and natural resources, and an interest in a career in the international arena.

In selecting students for the program, parent interest is emphasized. Parents are expected to sign a contract to adhere to the programs, policies, and goals, and are interviewed as well as prospective students. Applicants submit interest sheets from previous teachers and from parents, as well as from themselves. Students in the program must have completed eighth grade and be able to perform in an academically rigorous program.

In the program, students complete all the standard re-

quirements for graduation and for entrance into college if that is their goal. They must complete four years of a language. But the required courses are taught with a global perspective. English classes, for example, in addition to teaching composition, survey the genre of international literatures the first year, provide comparative literature studies the third year, and offer contemporary world literature the fourth year. U.S. history is taught with a global perspective. Art in the Life of Man and Musical Heritage of the World are required courses. In addition, there is a wide offering of electives which should truly provide an international education, including such courses as World Religions, Comparative Political Systems, Agricultural Economics, International Marketing and Trade, History of Technology, and specific area studies including China and Africa. Domestic field experiences are planned for the junior year, including trips to the United Nations and to the State Department and foreign embassies in Washington, D.C. Overseas field experiences between junior and senior years are a possibility. For more information about this program write:

Foreign Language and
International Studies Program
Morgan Park High School
1744 West Pryor
Chicago, Illinois 60643
(312) 239-4100

International Studies

THE TRI-STATES GLOBAL STUDIES PROJECT

During the summer of 1980, with Title VI money from the U.S. Department of Education, the Tri-States Global Studies Project conducted two-day workshops for middle and high school teachers from Vermont, New Hampshire, and Massachusetts. These workshops were intended to develop increased awareness of global issues as well as desire and ability to incorporate global content into the teachers' current curricula. The response was very enthusiastic, and many participants desired additional practical information, specific teaching ideas, and further discussion of how to actually implement global studies. This interest led the Project to organize a forum where teachers could exchange ideas.

Teachers returned to school eager to carry out the ideas learned at these sessions and were soon tailoring them to their classroom situations. One teacher introduced a global perspective into U.S. history courses—a subject which some contend is not easily adaptable—by developing a unit on revolution, a universal concept. Students compare the economic, social, and political causes of modern revolutions with those of the American Revolution. Another teacher developed a curriculum which explores human rights as a global issue. Still another teacher, discovering some resistance in his eighth-grade

students, concluded he must counteract stereotyping and ethnocentric thinking and promote greater appreciation of diversity. Toward this end, the teacher uses the local community as a resource. As an introductory activity, his students interview people who originate from other parts of the world, then analyze and discuss with the class the information they have collected. Those interviewed recently include Cambodian and Laotian refugees newly placed in the community.

The Tri-States Global Studies Project has since grown to include Maine and Rhode Island, and conducted additional successful workshops in the summer of 1982. Further information is available from:

The Tri-States Global Studies Project
32 Hawthorne Avenue
Arlington, Massachusetts 02174
(617) 643-1381

Foreign Language-International Studies

THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate (I.B.) Diploma is an internationally recognized high school graduation certificate. Originally designed to meet the needs of a mobile student population in international schools—children of diplomats and others working overseas—it is now conferred by upper secondary schools around the world which meet its requirements. The I.B. consists of a two-year program culminating in external examinations administered by the International Baccalaureate Office (IBO) in Geneva. The I.B. includes rigorous and diverse syllabi in major academic disciplines, and its goal is balanced development of the whole person. The emphasis of the program is on learning how to discover knowledge rather than on an accumulation of encyclopedic knowledge. The I.B. diploma qualifies the student for entrance to major universities in the world and for sophomore standing at many North American institutions of higher education. A *General Guide to the International Baccalaureate* (\$1.50) and A *Short Guide to the International Baccalaureate* (free) may be obtained from:

International Baccalaureate North America
580 Fifth Avenue
New York, New York 10020

Foreign Language

SPANISH FOR DEAF STUDENTS

Students at the Model Secondary School for the Deaf in Washington, D.C., learn to read and write and even, where abilities allow, to lip-read and speak in Spanish. They are involved in a program that is individualized and highly visual. They meet in a classroom with twelve overhead projectors, a setting which lends itself to the emphasis on writing (finger spelling can become too tiring)

and allows students to work at their own pace. Other teaching methods and techniques include filmstrips, role playing, teacher presentations, small group work, and field trips to integrate language and cultural learning. For more information about this program contact:

Spanish Instruction
Model Secondary School for the Deaf
Kendall Green
Washington, D.C. 20002
(202) 651-5801

Foreign Language-International Studies

MAGNET EMPHASIZES CURRENT GLOBAL CONDITIONS

The North Fulton Center for International Studies is a magnet high school in the Atlanta Public Schools District. The multidisciplinary curriculum, stressing social sciences, communications, and foreign languages, focuses on current global conditions and the awareness and skills needed to deal with change. The Center emphasizes experiential learning through the regular curriculum and by encouraging summer study abroad and internships for out-of-class credit. Curricular overview and course descriptions are available through:

Instructional Coordinator
Center for International Studies
North Fulton High School
2890 North Fulton Drive, N.E.
Atlanta, Georgia 30305
(404) 261-1101

Foreign Language-International Studies

A SCHOOL-WITHIN-A-SCHOOL

The "School of Global Education" is a school-within-a-school at Stevenson High School in Livonia, Michigan. It offers a three-year interdisciplinary curriculum focused on the interrelationships of nations, their people, and their problems. Ancient and recent world history are studied during the first two years. Future studies comprise the curriculum for the third year. In all these years, issues such as energy, population, food, communications, and the United Nations are studied. The program gives students opportunities for independent problem-centered study. Teaching materials in language arts, Spanish, and social studies are chosen to complement the general theme of each year's course of study. Language, literature, and social studies syllabi are available for \$4.00. For further information contact:

School of Global Education
Stevenson High School
33500 West Six Mile Road
Livonia, Michigan 48152
(313) 261-1250

Foreign Language

LANGUAGE AND CAREER DEVELOPMENT

The Skyline Center is a magnet secondary school which epitomizes an excellent cooperative relationship between two high school departments, the World Language Cluster (WLC) and the Career Development Center. Students choose courses in any of twelve languages, and many of these courses are oriented toward specific vocations. The WLC also offers "crash" language courses of three hours per day. Social studies courses with Spanish as the medium of instruction are offered for students of Spanish. Contact:

Foreign Language Consultant
Dallas Independent School District
1700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620

Foreign Language

LANGUAGES A PRIORITY

Nearly half of the students in the seven junior and four senior high schools in Bellevue, Washington, are enrolled in a foreign language program. About 20 per cent of the high school students enroll concurrently in a second foreign language program. These high statistics reflect not only community support for foreign language education but also the high quality of language instruction in the secondary schools in Bellevue. Five levels of French, German, and Spanish are taught in each of the high schools. Bellevue High also offers three levels of Latin and Russian. The target language is utilized as much as possible in beginning classes and exclusively in advanced classes, encouraging active use of the language in concrete, familiar situations and offering a variety of out-of-class activities to spark student interest. For information contact:

N.E. Area Director
Bellevue Public Schools
Bellevue, Washington 98004
(206) 455-6028

Foreign Language

INDIVIDUALIZED INSTRUCTION

The Program for Individualized Instruction in Foreign Languages in two high schools in West Bend, Wisconsin, has evolved into a program that emphasizes greater opportunities for progress in language learning for students identified by the district as gifted or talented. Students may enroll after they have completed an initial year of language study in a traditionally structured class and have the permission of their instructor.

The program uses foreign language teachers and locally prepared tapes and learning activity packets which ac-

company the text. Records show that gifted students can complete the equivalent of two years' work in one in the individualized setting and that, almost without exception, these students learn better and make more progress. Evaluation also shows a great increase in the number of students continuing in the program because of the individualized approach. Further information and also a videotape, "Student Reaction to Individualization," are available from:

Program of Individualized Instruction in
Foreign Languages
West Bend Joint District No. 1
1305 East Decorah Road
West Bend, Wisconsin 53095
(414) 338-0661

Recommended references for educators interested in this program can be found on pages 117-131, Love, F., William D. and Lucille J. Honig, *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action K-12*. (\$7.50 plus \$1.00 postage and handling per order, not copy.) The Modern Language Association of America, Foreign Language Programs, 62 Fifth Avenue, New York, N.Y. 10011. Also Grittner, Frank M. and Fred H. LaLeike, *Individualized Foreign Language Instruction*. (\$6.00) National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60077, (312) 679-4210.

Foreign Language

LANGUAGE CLASSES STRESS CULTURE

The Public Schools of Edison Township, New Jersey, offer sequences of four and six years in French, Spanish, and German as well as a K-12 program of English as a Second Language. Excellent staff-developed curriculum guides for use with the McGraw-Hill text series provide a clear, concise, practical framework for the language program which promotes the development of communicative skills and cross-cultural understanding. The Edison Township Public School's Foreign Language Department does not wish to be contacted directly about their program. They suggest instead two publications in which their program has been summarized:

- 1 *Foreign Language Annals*, April, 1980
American Council on the
Teaching of Foreign Languages
385 Warburton Avenue
Hastings-on-Hudson, New York 10706
(914) 478-2011
- 2 *Award-Winning Foreign Language Programs: Prescriptions for Success*. William D. Simms and Sandra B. Hammond
National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

Foreign Language-International Studies

"AROUND THE WORLD" CRUISE

The School of International Studies at the Hillcrest High School in Jamaica, New York, has developed a two-year course which simulates an "around the world trip." The correlated curriculum integrates disciplines which have traditionally been taught separately. The study of 19th century Russia integrates the history of the Napoleonic invasion with a reading of substantial portions of *War and Peace* and an analysis of Tchaikovsky's *1812 Overture*. Similarly, when studying the Spanish Civil War, the group may read *For Whom the Bell Tolls* and analyze Picasso's *Guernica*. Or, as part of its "trip" to Japan, it may contrast the elements of the tea ceremony with *Bushido*. Other dimensions of the program include extensive use of New York City's rich resources, internships in community organizations, independent study components, and development of foreign language skills. *The School of International Studies Curriculum Guide and Program Information Package* are available. Contact:

**School of International Studies
Hillcrest High School
160-05 Highland Avenue
Jamaica, New York 11432
(212) 526-7250**

Foreign Language-International Studies

INTERNATIONAL CAREER MAGNET SCHOOL

The International Studies Program at Vincent High School is one of the unique career specialty magnet high schools in the Milwaukee Public Schools. Students are required to enroll in four or more years of a foreign language and four or more years of special social studies courses designed to develop an understanding of various ethnic and national backgrounds, second language competency, a truly global perspective, and an interest in a career in the international arena. Students in the program take one year each of Global Geography, Global History and U.S. History, and one semester each of Intercultural Communications and International Relations. A variety of one-semester topical and area studies courses are available to upper-level students: International Marketing and Trade, Major World Religions, Comparative Political Systems, Latin America, the Soviet Union, China, Japan, the Middle East, and other courses as student demand dictates. A resource center staffed by a bilingual paraprofessional, a complete VTR system, and a simultaneous interpretation facility are a part of the plant and equipment available to program staff. For further information contact:

**Program Implementor
International Studies Career Specialty
Vincent High School
7501 North Granville Road
Milwaukee, Wisconsin 53224**

**Additional
Model Programs**

- 1** A Plan of Action
During One School Year to
Build Support in the
Community for an Enlarged
Foreign Language Program
- 2** A Model Year-Long Program
to Encourage Public Interest
and Support for Foreign Languages in
the School System
- 3** Family Tree Lesson

A Plan of Action During One School Year to Build Support in the Community for an Enlarged Foreign Language Program

Concerns of Students, Parents, and Administrators:	Concern I Basic Skills	Concern II Quality of School/ Community Relations	Concern III Career Education and Job Opportunities
Evidence that these concerns are being addressed:	Show how second language learning aids student cognitive development	Indicate how programs bring credit to the school and increase community involvement	Demonstrate how foreign language helps students prepare for jobs and careers

Schedule of Activities During the School Year

September	Prepare brochure; Meet with teachers and PTO regularly; Prepare questionnaire of parent opinion	Prepare slogans & signs for display; Survey community needs; Offer adult classes in foreign languages	Speak to guidance consultant—deliver info on careers; Prepare press fillers; In-class career exploration
October	Student presentation to Rotary, Kiwanis, etc. Display in public library; Ask librarian to expand collection of books in foreign language	Send lists of services to community agencies; Offer adult classes in foreign languages	Student article in school newspaper; Letter to editor; In-class career exploration
November	Arrange for TV & radio "spots"; Send students to elementary schools to to promote FL	FL intensive weekend; Speak to Lions Club, women's clubs, social and fraternal organizations	Presentation to Girl and Boy Scouts; In-class career exploration
December	Presentation to church groups; Students to elementary schools to promote FL	FL Club service to Goodwill, etc.	Business representatives speak to classes on FL importance; In-class career exploration
January	Presentation to women's group; Discuss questionnaire results with teachers, school boards, PTO	Demonstration in shopping mall; Offer Adult Classes	Letter to editor; Career display—library; Flyer on career info; In-class career exploration
February	Plan parent tea; Assembly middle school; Letters to parents	Offer Adult Classes	Distribute career info; Careers bulletin board; In-class career exploration
March	Present public forum, utilizing parent, student, community leaders	Contact news media for FL Day; News release; Bulletin boards	Short course to area business people or public; In-class career exploration
April	Speak to PTO; Presentation to School Board; Brochure to parents; Letters to the editor	FL Day or Week Festival; Contact local businesses; Coordinate media efforts	Short course to area business people or public; In-class career exploration
May	Write report on foreign language learning in support of cognitive skill development	Mini-course to parents; Press clippings for feature story	Assembly—high school; Contact business for metered messages

A Model Year-Long Program to Encourage Public Interest and Support for Foreign Languages in the School System: Norwalk, Connecticut, Board of Education

(Provided by William Jassey, Supervisor, Foreign Language Department, Board of Education, 105 Main Street, Norwalk, CT 06852)

SEPTEMBER

Dear Colleague Letter: Summer Updating and Goal Setting
Radio Broadcast, WNLK Welcoming
Supervisor's Opinion Article, *Norwalk News*
Supervisory Management by Objective (MBO) for the year
Staff Management by Objectives (MBO) for the year
Foreign Language Advisory Council
Monthly Inservice Programs and Staff Intervisitations
Volunteer Corps of Adults, Senior Citizens and Honor Pupils
Liaison with Community Center and in-town Colleges
Announcement of Foreign Films at SONO, South Norwalk
Monthly Classroom Observations

OCTOBER

Norwalk Hour "Editorial" on Foreign Languages
Supervisor's Monthly Foreign Language Quotient, *Norwalk News*
Foreign Language S.H.A.R.E. Monthly Newsletter for the District
Central Curriculum Program Proposal for New Courses and
Review Guide to Course Offerings
Pupil Letter Writing "companion" schools in Maine, New Hampshire,
and other Connecticut sites
Joint Club Activity for Halloween
Foreign Language Sponsorship of U.N. Day —
Flag Raising at City Hall
Teacher Workshop at Teacher Convention Day
Monthly Superintendent Pupil Advisory Council

NOVEMBER

Letter to the Editor
Open House Programs
Friendly Teacher Home Calls for Reporting Grades
Bimonthly Connecticut Organization Language Teachers—
High School-College Sub-Committee Meeting for staff-in-state
Supervisory Demonstration Teacher, Grades 6-12

DECEMBER

Summer Project Advance in France, assessed at
Curriculum and Instruction Meeting
"Youth for Understanding" information
Foreign Language Caroling at Middle Schools
Middle School Foreign Language Visits to Convalescent Homes
Foreign Language Teacher Day — Mayoral Proclamation
Supervisory Position Paper Revisited
(e.g., Presidential Commission on Foreign Languages)
High School Winter Vacation trips abroad
International Holiday Programs

JANUARY

Supervisory Demonstration Lessons, Grades 4-5
Preparation for National Foreign Language Week
Questionnaire for Recent Graduates
New Supervisory Position Paper (re: Foreign Language in
Middle Schools-FLMS, and Foreign Language in
High Schools-FLHS)
Friendly Teacher Home Calls for Reporting Grades
Connecticut State Department of Education, Visit by State Supervisor

FEBRUARY

Preparation of Norwalk Chamber of Commerce Questionnaire
Videotaping Foreign Language Instruction, Grades 6-12
Updating New Foreign Language Coding, Grades 6-12
Common Council Mayoral Proclamation for March
National Foreign Language Week
Orientation for Incoming High School Students and their Parents
Local "Passport to Study a Foreign Language" pamphlet:
What and Why?

MARCH

Travel Abroad Poster Contest, Grades 5, 8, and 10
Career Days
International Nights
WNLK Radio Broadcast — Homefront Program
Channel 49 Interview with Supervisor and guest speakers
AATF, AATSP, AATI, AATG, ACL Competitive Examinations
Teacher Inservice "Dealing with Our Friends and Their World" by
Harcourt, Brace, Jovanovich
Recognition of retired foreign language staff at Board of Education
Iona College Competitive Examinations
School Lunch Menu with International Cuisine-in-translation
Norwalk Mall and foreign language club presentations
School Events: total immersion day, foreign breakfast,
foreign language bookmarks, scholarship fund raising,
ethnic dancing, public address announcements, slide presentations,
puppet shows, middle school-to-elementary visits, carnival time,
labeling of school offices, foreign language buttons, mini-lessons
to non-foreign language classes, high school-to-middle
schools visits
Norwalk Public Library — pamphlet distribution of
"learn a foreign language . . . culture"
Norwalk Chamber of Commerce Questionnaire to its
membership-at-large
Foreign language inservice to Norwalk public agencies, e.g.,
Health Department
Supervisory article in *Connecticut Association of Secondary Schools*
Radio Releases
Internal Review on Foreign Languages

APRIL

Talk to Civic and Community Organizations, e.g.,
League of Women Voters, Kiwanis, Rotary, Lions Clubs
Foreign Language Colloquium with neighboring communities
Correspondence Access to State Commissioner of Education, re:
foreign language and bilingual interdependency
Correspondence Access to President Giamatti of Yale University re:
foreign language requirements
Spring Travel Abroad for High School Students
High School pupil writing of "A Season of Myths or Credibility"
Middle School pupil writing of "Why Study a Foreign Language?"
Staff attendance at Northeast Conference
Foreign Language Internal Review Presentation at Central
Curriculum Committee
Bring a parent and a pupil at Budget Presentations
Friendly Teacher Home Calls for Reporting Grades
Visits to Elementary Schools
Orientation Program Foreign Language — U.N. Hospitality
Joint Meeting
Area College Conferencing
Foreign "homestay" guests with high school hosts and hostesses

MAY

Saturday Foreign Language Immersion Day at Pace University
Recognition of Contest Winners at Board of Education Meeting
Foreign Language/American Field Service Evening
Preparation for Summer Project Advance in France
United Nations Field Trips
Assessment of staff and supervisory Management by Objectives (MBO)
Student-teacher/internship with surrounding universities
All-day Saturday Emporium of all clubs Fund Raising Event

JUNE

Budget Preparation and Purchasing
Annual Report to Superintendent
Follow through with Norwalk Chamber of Commerce
Commencement Letter to Dear Colleagues

JULY-AUGUST

Summer Enrichment and Remedial Program
Grant Search and Proposal Writing
Parent/Pupil Orientation to middle and high schools
Updating Translation Bank
Search for International Rotary "Homestays"
Linkages with Norwalk Industry, Business and
Corporate Headquarters

• Family Tree Lesson •

Tracing a Family Tree: A Social Studies Approach

- The following example is adapted from *Indiana in the World*, by James M. Becker, et al.

Objectives:

- 1 Students will trace their ethnic heritage by developing a family tree.
- 2 Students will discuss how families can be affected by their cultural/ethnic heritage.

Procedure:

Have students construct a family tree tracing their family's history as far back as possible. They will present these family trees to the class. Students might also compare information on their family trees. (Since certain students might be sensitive about doing so, it would be best if they volunteered to publicly present or to compare family trees.) Students should be encouraged to discuss specific family customs and to compare these with the customs of other students' families. Students might also be asked to speculate:

- How living in the United States has affected the customs of their family.
- How their cultural/ethnic heritage has affected their family life.
- Why specific family customs developed.
- How their ethnic group has influenced life in their community.
- The impact of members of their family on the community.

Der Stammbaum (A Family Tree): A Foreign Language Approach

- In *Der Apfel Fällt Nicht Weit vom Baum* Susan Hunt-Smith, William Blaisdell, and Esther Stockdreher suggest a lesson for a German language class. This lesson, which can be adapted to other foreign languages, links language to ethnic heritage.

Objectives:

- 1 To personalize some German information—names, family members, family relationships, and dates.
- 2 To demonstrate that other cultures approach things differently.

Instructions:

Make a three- or four-generation family tree. It might be wise to use posterboard (half size) or a large piece of construction paper. You will have to ask relatives for information, for you should include the birthdays and years of birth in German form and the maiden names of your female relatives as well as the relationship of each person to you. You may, if you prefer, make up an imaginary family.

Hint: Work out your family tree on scratch paper before you begin the final copy.

Remember:

- 1 Germans put the day first, then the month, then the year. If you were born August 24, 1968, you write it:

24	8	68
day	month	year
- 2 If your mother's maiden name was Schulz and her married name is Sauerkopf, you write "Maria Sauerkopf geb. Schulz." (Geb. stands for "born.")
- 3 You may want to use circles to represent female relatives, squares to represent males. You might want to use an actual tree shape. You could, if you wished, "illustrate" your family tree with magazine pictures, cartoon faces, or photos (if your family doesn't mind).

9

Resources for Internationalizing the School Curriculum

1 Introduction

2 Foreign Language

- a. Organizations
- b. Publications
- c. Audio-Visual Resources

3 International Studies

- a. Directories and Guides
- b. Resource Centers in the U.S.A.
- c. Organizations Abroad
- d. Publications
- e. Audio-Visual Resources

4 Guide to Overseas Work

and Study Programs for
Students and Teachers

1 Introduction

This section of the handbook is for persons who seek outside help in the task of introducing foreign language and international studies to the K-12 curriculum. The lists of resources are introductory only, as limitations of space make it necessary to exclude many important addresses, organizations, and other resources. Entries were chosen because they are of a general nature and of value as entry points to further resources which are more exhaustive

and more specific. This list includes organizations which can provide consultants and direct assistance; printed materials—papers, books, directories, teaching units and simulations; audio-visual materials, especially important to educators wishing to convey the sights, sounds, and realities of other cultures and peoples; and resources specifically for those who seek to work or study abroad. These resources, then, should serve as an important beginning to anyone wishing to translate interest and concern into actual international studies programs on the local level. There are two very important clearinghouses of information:

**American Council on the
Teaching of Foreign Languages**
385 Warburton Avenue
Hastings-on-Hudson, New York 10706
(914) 478-2011

For international studies, especially global issues education:

Global Perspectives in Education, Inc.
218 East 18th Street
New York, New York 10003
(212) 475-0850

In addition, there are two programs funded by the U.S. Department of Education which could be used as particularly practical and comprehensive primary sources.

- 1 *Citizen Education for Cultural Understanding* (popularly known as "603" projects). These projects have published materials for teacher training, classroom use, and public awareness in global education. Collections of print and audio-visual materials are available from some.
- 2 *National Resource Centers for Foreign Language and International Studies* (popularly known as Title VI centers). Located in major universities throughout the nation, these have valuable resources for teaching about specific areas, such as Africa, Asia, Canada, Latin America, the Middle East, and Western and Eastern Europe. The outreach programs of these centers can provide assistance to teachers in the evaluation and selection of appropriate materials.

Current and past listings of the above two resources can be obtained from:

Division of International Education
Bureau of Post Secondary Education
U.S. Department of Education
Washington, D.C. 20202

2 Foreign Language

2:a

ORGANIZATIONS

**American Council on the
Teaching of Foreign Languages**
385 Warburton Avenue
Hastings-on-Hudson, New York 10706
(914) 478-2011

This organization coordinates the work of many foreign language teachers and other associations as well as publishes important materials for language teachers and administrators. *Foreign Language Annals*, the journal of ACTFL, is published six times a year and contains articles on teaching ideas, results of research, and position statements by ACTFL on relevant issues. Some recent publications have included: *Award Winning Foreign Language Programs: Prescription for Success*; *Living in Latin America: A Case Study in Cross-Cultural Communication*; *Teaching Culture: Strategies for Foreign Language Educators*; *The New Imperative: Expanding Horizons of Foreign Language Education* (1979); *The Language Connection: From the Classroom to the World* (1977); *Individualization of Instruction* (1970). All of these may be ordered from the National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60007, (312) 679-4210.

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

CAL is involved in many projects concerned with teaching foreign languages to K-12 students, as well as adult education and English as a second language. They house the ERIC Clearinghouse in Language and Linguistics. They publish *The Linguistic Reporter*, a newsletter put out nine times a year; \$14 subscription also includes a yearly supplement.

Joint National Committee for Languages
11 Dupont Circle, N.W., Suite 210
Washington, D.C. 20036
(202) 483-7200

This is the national coordinating body of the many associations concerned with foreign language in the United States. It can provide schools with information concerning current legislation and federal programs affecting foreign language instruction, as well as addresses and names of officers of individual associations concerned with individual languages such as Latin, French, German, Arabic, including the less commonly taught languages.

**Modern Language Association
Foreign Language Programs**

62 Fifth Avenue
New York, New York 10011

The Modern Language Association (MLA) is the national professional association concerned with research, teaching, and public service in the language fields, including English. It can provide assistance in locating other associations, universities, and departments with expertise in both commonly and less commonly taught languages from around the globe.

**National Association of
Self-Instructional Language Programs
Center for Critical Languages
Temple University
Philadelphia, Pennsylvania 19122**

N.A.S.I.L.P. provides member institutions at secondary and college levels with assistance in the areas of materials selection and pacing, tutor-driller orientation, testing procedures, etc.

**The National Council on Foreign Language
and International Studies**
605 Third Avenue, 17th Floor
New York, New York 10158
(212) 490-3520

This organization is a clearinghouse for information on programs and groups that promote foreign language study in schools. Among its publications is a compendium of quotes by prominent Americans from various walks of life stressing the necessity of becoming a nation capable of communicating with the outside world, and why we will put our future in jeopardy by neglecting to do so.

The following national organizations and associations will be helpful to teachers in specific areas:

**American Association of Teachers of Arabic
Arabic Department
School of Languages and Linguistics
Georgetown University
Washington, D.C. 20057
(202) 625-4809**

**American Association of Teachers of French
57 East Armory
Champaign, Illinois 61820
(217) 333-2842**

**American Association of Teachers of German
523 Building, Suite 201
Route 38
Cherry Hill, New Jersey 08034
(609) 663-5264**

**American Association of Teachers of Italian
Department of French and Italian**

State University of New York
Stonybrook, New York 11794
(516) 246-8676

Association of Teachers of Japanese
Department of Modern Languages
Cornell University
Ithaca, New York 14853
(607) 236-6457

American Association of Teachers of Slavic
and East European Languages
Department of Russian
University of Arizona
Tucson, Arizona 85721
(602) 626-2838

American Association of Teachers of Spanish
and Portuguese
Holy Cross College
Worcester, Massachusetts 01610
(617) 832-3779

Central States Conference on the
Teaching of Foreign Language
Slavic Department
232 Cunz Hall
Ohio State University
Columbus, Ohio 43210
(614) 422-4398

Chinese Language Teachers Association
162 South Orange Avenue
South Orange, New Jersey 07079
(201) 762-4973

National Association for Bilingual Education
Room 405, 1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-4271

National Coordinating Office for Latin and Greek
Box UT 115
Cleveland State University
Cleveland, Ohio 44115
(216) 687-3955

National Federation of Modern Language
Teachers Association
Department of Languages
University of Delaware
Newark, Delaware 19711
(302) 738-2591

Teachers of English to Speakers of
Other Languages
Georgetown University
Washington, D.C. 20057
(202) 625-4301

2:b

PUBLICATIONS

• Brod, Richard I., ed. *Language Study for the 1980s: Reports of the MLA-ACLS Language Task Forces*. New York: The Modern Language Association of America, 1980. 106 pp. (\$8.50 plus \$1.00 postage and handling per order, not copy.) Available from:

**Modern Language Association
Foreign Language Programs
62 Fifth Avenue
New York, New York 10011**

• Connor, Maurice W., ed. *A Global Approach to Foreign Language Education: Selected Papers from the 1981 Central States Conference*. Skokie, Illinois: National Textbook Company, 1981. (\$6.90 plus postage and handling.) Available from:

**National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210**

Chapters include such topics as, "Language is the Medium, Culture is the Message: Globalizing Foreign Languages," "Global Education at Home: Ethnic Schools as Sources and Resources," and "Revitalizing a Foreign Language Department."

• Paananen, Donna, "Why Your Children Should Learn a Foreign Language," *Better Homes and Gardens*, October, 1981.

This brief, two-page article provides excellent material for parents, teachers, administrators, and schools about the real returns to individual young people in the job market, to a local community, and to the entire nation of learning foreign languages.

• The Critical Language Program (CLP) develops, distributes, and coordinates information on self-instruction programs in critical or less commonly taught languages such as Russian and Japanese. A guide for the implementation of programs of self-instruction is available from:

**ERIC
(Educational Resources Information Center)
Dissemination and Improvement of
Practice Programs
National Institute of Education
Washington, D.C. 20208
(202) 254-5500**

A videotape of a model tutorial session is available from:

**Executive Director, Critical Language Program
209 Crosby Hall
State University of New York at Buffalo
Buffalo, New York 14214
(716) 831-2306**

- *Education and the World View Series*, 1981. New York: Change Magazine Press. These six volumes are intended to encourage colleges and universities to increase international components in their undergraduate teaching. Of special interest is Volume V, "What College Students Know and Believe About Their World."

- *Foreign Language Annals*. This journal is published six times a year. A wide range of topics is presented, including practical ideas for teaching, reviews of materials, reports of the work of the American Council on the Teaching of Foreign Languages, essays on language learning and testing, and essays on foreign languages and international education. Available from:

**American Council on the
Teaching of Foreign Languages**
385 Warburton Avenue
Hastings-on-Hudson, New York 10706
(914) 478-2011

- Geno, Thomas H., ed., Helen Z. Loew, chairman. *Foreign Language and International Studies: Toward Cooperation and Integration*. New York: Northeast Conference on the Teaching of Foreign Languages, 1981.

Chapters include: "Global Responsibility: The Role of Foreign Language Teachers," "Exchanges and Travel Abroad in Secondary School," "International Training." Previous annual reports of the Northeast Conference include the following titles: *The Foreign Language Teacher in Today's Classroom*, 1979 (\$7.95), *Language and Culture: Heritage and Horizons*, 1976 (\$7.95), *Toward Student-Oriented Foreign Language Programs*, 1974 (\$7.95). *Other Words, Other Worlds: Language in Culture*, 1972 (\$7.95). Copies of all the above are available from:

**The Northeast Conference on the
Teaching of Foreign Languages**
Box 623
Middlebury, Vermont 05753

- Grittner, Frank M. and Fred H. LaLeike. *Individualized Foreign Language Instruction*. Skokie, Illinois: National Textbook Company, 1973. 111 pp. (\$6.00). Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

- Higgs, Ted. *Curriculum, Competency, and the Foreign Language Teacher*. Skokie, Illinois: National Textbook Company in conjunction with the American Council on the Teaching of Foreign Languages, 1982. 145 pp. (\$11.80). Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

- Huebner, Theodore. *Opportunities in Foreign Language Careers*. Skokie, Illinois: National Textbook Company, 1981. 150 pp. (\$5.96 hardbound; \$4.46 softbound.)

A complete and practical guide to the wide range of jobs open in business, government, and teaching. Provides valuable information on where to look for jobs, educational requirements, or special training needed. Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

- Love, F. and William D. and Lucille J. Honig. *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action K-12*. New York: The Modern Language Association of America, 1973. 361 pp. (\$7.50 plus \$1.00 postage and handling per order, not copy.) Available from:

Modern Language Association
Foreign Language Programs
62 Fifth Avenue
New York, New York 10011

- Monsees, Anita. *Building Community Support for Foreign Languages*. Hastings-on-Hudson, New York: Northeast Conference on the Teaching of Foreign Languages and American Council on the Teaching of Foreign Languages, 1980. Available from:

**American Council on the Teaching of
Foreign Languages**
385 Warburton Avenue
Hastings-on-Hudson, New York 10706
(914) 478-2011

- Phillips, June K., ed. *Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education* (in conjunction with the American Council on the Teaching of Foreign Languages), Skokie, Illinois. Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

Chapters include: "Broadening the Middle School Curriculum Through Content: Globalizing Foreign Languages," "The International High School," "Learning Outcomes in the Language Classroom," "Modest Proposals for Second and Foreign Language Teacher Education in the 1980s," and "Language Teaching/Learning Research."

- Seelye, H. Ned. *Teaching Culture: Strategies for Foreign Language Educators*. Skokie, Illinois: National Textbook Company, 1974. 188 pp. (\$9.00).

A basic handbook that provides practical strategies for making cultural understanding a vital ingredient in foreign

language learning. Outlines seven goals for cultural instruction and specific learning activities for teaching them. Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

- Sherif, June L. *Careers in Foreign Languages: A Handbook*. New York: Regents Publishing Company, 1976. 240 pp. (\$3.95 plus \$1.00 postage and handling for a single copy or 10% of total purchase for a larger order.)

This book gives detailed descriptions of careers available to persons with competence in foreign languages. Of particular value are the extensive appendices of sources for foreign language materials, overseas opportunities, summer camps, professional associations, etc.

Regents Publishing Company, Inc.
2 Park Avenue
New York, New York 10016
(212) 889-2780

- Simon, Paul. *The Tongue-Tied American: Confronting the Foreign Language Crisis*. New York: Continuum Press, 1980.

Congressman Simon describes America's desperate need for foreign language competence in business, government, and world affairs. Very quotable.

Continuum Publishing Company
575 Lexington Avenue
New York, New York 10022
(212) 421-4800

- Sims, William D., and Sandra B. Hammond. *Award Winning Foreign Language Programs: Prescriptions for Success*. Skokie, Illinois: National Textbook Company in conjunction with the American Council on the Teaching of Foreign Languages, 1981. 213 pp. (\$13.00 plus postage and handling.)

This model describes fifty model programs selected for their excellence in maintaining foreign language instruction, programs which have been successful in attracting and retaining students. Available from:

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077
(312) 679-4210

2:c AUDIO-VISUAL RESOURCES

- *Audio-visual Materials for the Teachers of Language Acquisition: An Annotated Bibliography*. 12 pp. (ED #116.495) and *Audiovisual Materials for the Teaching of*

Language Variation: An Annotated Bibliography. 13 pp. (ED #116.496.)

These bibliographies offer annotated lists of films, audiocassettes and videotapes, etc., concerning children's acquisition of vocabulary, language development, and, in the second item, language change and acquisition, social dialects, and language education. Available from:

ERIC
Dissemination and Improvement of
Practice Programs
National Institute of Education
Washington, D.C. 20208
(202) 254-5500

- *Bibliography of Audiovisual Instructional Materials for the Teaching of Spanish: Kindergarten Through Grade Twelve*. 120 pp. (\$0.75)

This bibliography presents the work of a statewide California committee and includes records, tapes, slides, posters, charts, photographs, films, filmstrips, games, puzzles, etc., all organized by subject categories. Available from:

Bureau of Compensatory Education
Evaluation and Research
California State Department of Education
P.O. Box 271
Sacramento, California 95802

- *Bibliography of Instructional Materials for the Teaching of German: Kindergarten Through Grade Twelve*, 1975. 85 pp. (Hard copy and microfiche, ED #112.661.) Available from:

ERIC
Dissemination and Improvement of
Practice Programs
National Institute of Education
Washington, D.C. 20208
(202) 254-5500

- *Guides to Educational Media*, 4th ed., 1977. 179 pp.

This is the American Library Association's master listing of almost 250 different guides to films, filmstrips, multimedia kits, programmed instruction materials, recordings on disc and tape, slides, transparencies, and videotapes. Available from:

American Library Association
50 East Huron Street
Chicago, Illinois 60611

- *Index to Computer Based Learning*, 4th ed., 1973. 704 pp. (\$34.95)

1,766 computer based instructional programs and techniques to utilize them are noted in this index. Included are instruction in Arabic, Bulgarian, Chinese, Dutch, English, Esperanto, French, German, Italian, Japanese, Latin,

Russian, Slavic, and Spanish, as well as instruction in international areas such as anthropology, demography, economics, history of Canada, etc. Available from:

Educational Technology Publications
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

- *Selected Bibliography of Films and Videotapes on Foreign Language Teacher Training*, 1975, 34 pp.

This is an unevaluated list—including materials from periodicals, sources of materials, A-V center catalogues—on the methodologies of language teaching, with focus on French, German, Latin, Russian, and Spanish. Available from:

**ERIC Clearinghouse for
Languages and Linguistics**
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

3 International Studies

3:a DIRECTORIES AND GUIDES

- *Americans and World Affairs*. Berkeley, California: World Without War Council, 1981. (\$6.25)

This is a directory of organizations and institutions in northern California involved in international affairs, but it also includes a comprehensive list of non-governmental organizations, selected organizational profiles, a cross-reference index, appendices, and an excellent section on using the directory to improve world education in elementary and secondary schools. Order from:

World Without War Council
1730 Grove Street
Berkeley, California 94709
(415) 845-1992

- *The Global Yellow Pages Resource Directory*. (\$7.50)

This directory lists organizations, programs, and agencies of assistance to educators in international education. It gives priority to organizations and projects providing international/global education curriculum materials, teacher training, and consultation at the pre-collegiate level. Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

- *International Education Resources, Cumulative Second Edition, 1956-77*. U.S. Department of Education, 245 pp. (Publication #E-80-14010).

This second edition inventories and annotates the large number and wide range of studies, surveys, bibliographies, curriculum development efforts, and other kinds of

projects related to international education that have been sponsored from 1956 through 1977 by the National Institute of Education and the Fund for the Improvement of Postsecondary Education. Contains abstracts of more than 1,250 documents. Full reports are available from:

**ERIC
Dissemination and Improvement of
Practice Programs
National Institute of Education
Washington, D.C. 20208
(202) 254-5500**

- *Internationalize Your School: A Handbook*. January, 1977. (\$2.00)

This publication contains a rationale for international education and lists study abroad programs, schools with international programs, resources, and resource centers. Order from:

National Association of Independent Schools
4 Liberty Square
Boston, Massachusetts 02109

- *Learning About Global Cooperation and the United Nations System: An Annotated Curriculum Resource Guide*.

Learning about the work of the United Nations agencies helps students understand the purpose of the U.N. and its role in world affairs. Order from:

**UNA (United Nations Association)
School Resource Collection**
345 East 46th Street
New York, New York 10017

- *United Nations Development Education Directory for Non-Governmental Organizations in Industrialized Countries*.

Selected non-governmental organizations can provide valuable information on global issues, foreign cultures, and activities of national and international agencies involved in world affairs. Order from:

U.N. Non-Governmental Liaison Service (Geneva)
Palais des Nations
CH-1211 Geneva 10
Switzerland

3:b RESOURCE CENTERS IN THE UNITED STATES

- **American Field Service
International/Intercultural Programs**
313 East 43rd Street
New York, New York 10017
(212) 661-4550

Provides programs of exchange, sending U.S. high school students abroad to live with foreign families for

short- or long-term stays and arranging for foreign students to live and attend school with North American families.

- **Association for Childhood Education International**
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

With members in more than 70 countries, this association focuses on children and their needs, including intercultural and international education. Among important resources in global education available from this association are: *Children and International Education*, a small packet of articles assembled in 1972 concerning activities for teachers to develop international understanding, using travel in learning, using people as resources, teaching human understanding at home, and child development and international understanding (\$1.00); *Children and War* (\$0.35); *Children and Intercultural Education* (\$1.50); *Children and TV II: Mediating the Medium*, 1982—while not focused on international education, this guidebook can be applied to the use of high quality international television materials in the classroom and at home.

- **The Center for Teaching International Relations (CTIR)**
University of Denver
Denver, Colorado 80208
(303) 753-2426 or 3106

Dedicated to assisting classroom teachers become more proficient in teaching global topics, CTIR offers over 50 in-service courses and has over 30 publications for teaching cultural studies, ethnic heritage, environmental education, and comparative studies. They also offer a variety of consulting services to schools and districts throughout the United States.

- **Consortium on Peace Research and Development**
Bethel College
North Newton, Kansas 67117
(316) 283-2500
- **East-West Center**
1777 East-West Road
Honolulu, Hawaii 06822

Specialized institutes at the East-West Center produce teaching materials on development, peace studies, conflict resolution, population, world resources, etc.

- **ERIC**
Dissemination and Improvement of
Practice Programs
National Institute of Education
Washington, D.C. 20208
(202) 254-5500

An information system in existence since 1966 and now sponsored by the National Institute of Education, ERIC is designed to provide users with ready access to literature

(primarily in English) dealing with education. It does this through a variety of products and services, such as data bases, microfiche, computer searches, on-line access, document reproductions, analyses and syntheses, and so forth. The central ERIC (above) monitors the entire system; there are sixteen clearinghouses specializing in subject areas. Two clearinghouses of interest to readers of this handbook will be:

**ERIC Clearinghouse for Social Studies/
Social Science Education**
855 Broadway
Boulder, Colorado 80302
(303) 492-8434

and

ERIC Clearinghouse for Language and Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

The reproduction service will provide paper copies of publications upon request. Complete sets of publications are available on microfiche at 700 universities and other institutions around the world. ERIC will provide a *Directory of Search Services* or a *Directory of Microfiche Collections* (both arranged by geographic location) to anyone who asks. These will lead individuals to the nearest microfiche collections and to a Thesaurus of Descriptors for retrieving material. Send requests to:

ERIC Document Reproduction Service (EDRS)
Box 190
Arlington, Virginia 22210
(703) 841-1212

Information about the ERIC system is available from any of the addresses provided above. Many of the resources entered in this handbook are available through the system.

- **Global Perspectives in Education**
218 East 18th Street
New York, New York 10003
(212) 475-0850

Global Perspectives in Education (GPE) is the major clearinghouse for teaching materials, publications concerned with global education, and access to consultants, technical assistance, and workshops. It seeks to establish networks for facilitating the exchange of information; to provide teaching agencies and persons at all levels with appropriate strategies, training support, and materials to carry out global education programs; to encourage research; and to organize consortia of schools and other agencies to implement local global education programs. GPE can provide a number of services and publications of interest to users of this handbook. Information about Citizen Education for Cultural Understanding (603 programs) and National Resource Centers for Foreign Languages and International Studies (Title VI Outreach

Centers) mentioned herein is available from GPE. Their *Global Perspectives: Information Exchange Newsletter* has been instrumental in focusing the concern of global educators and has devoted issues to specialized topics. Unfortunately, it will cease publishing with the Spring 1982 issue; however, back copies of issues will be available for some time. *The Global Yellow Pages* is a revised and expanded directory to over 180 organizations in the U.S. with global and international education concerns. Interested persons and organizations are also encouraged to join the Information Exchange Network for \$12 a year. Members will receive *Clearinghouse Memos* throughout the academic year and are invited to submit information and concerns. GPE also publishes *Intercom*, an occasional series that translates research and scholarship into materials that have practical classroom applications. Those interested can subscribe for three issues at \$10, or six at \$18, or individual copies can be ordered.

- **Institute of International Education**
809 United Nations Plaza
New York, New York 10017

IEE, a private and nonprofit organization, is the oldest and largest international educational exchange agency in the U.S. It is headquartered in New York, with offices in Washington, D.C., Atlanta, Chicago, Denver, Houston, San Francisco, Hong Kong, Bangkok, and Mexico City. They provide a catalogue of publications concerning overseas education, vacation study abroad, references for foreign travelers, and many practical considerations.

- **Institute for World Order**
777 United Nations Plaza
New York, New York 10017
(212) 490-0010

This organization educates about the alternatives to war and armaments buildup. Educators will find especially useful their *Peace and World Order Studies: A Curriculum Guide*, a collection of essays, syllabi, and resource lists enabling educators to review course approaches and materials which have worked for other experienced teachers. Its resource list includes a bibliography of key books and articles, relevant journals and periodicals with complete subscription information, annotated selection of films and simulation games, a compilation of peace and world order studies programs worldwide, and an annotated list of key non-governmental organizations. The publication, *The Elements: Education for World Security*, a series of papers, is available for \$3.00 from Network to Educate for World Security from the address above.

- **Kettering Foundation (Charles F. Kettering)**
5335 Far Hills Avenue
Dayton, Ohio 45429
(513) 434-7300

The Charles F. Kettering Foundation is a nonprofit,

research-oriented foundation established in 1927. Its scope includes elementary and secondary education, urban affairs, science, and international affairs. The Foundation undertakes research on a wide range of issues through program staff specialists and grants to outside agencies. Many of the international affairs projects are carried out in cooperation with other institutions. The *Handbook for Global Education* is designed to help individuals plan and conduct a special learning experience in the area of international global education.

- **Mid-America Program for**
Global Perspectives in Education
Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-3838

They sponsor workshops and conferences and provide consultant help for a wide variety of civic and educational groups. A major objective is mobilizing the talents and resources needed to design programs that will enable young people to participate responsibly in an interdependent world. They can supply sample units, bibliographies, and a wide variety of teaching materials, such as *Indiana in the World*, and others of this series. Ask for the current *Global Studies Bibliography*, January, 1982.

- **National Association of Community**
World Affairs Organization

The responsibilities of this association are undertaken by the current year's president, and there is no permanent national office. For further information on K-12, write:

World Affairs Council of Northern California
Suite 200, World Affairs Center
312 Sutter Street
San Francisco, California 94108
(415) 982-2541

or

World Affairs Council of Philadelphia
John Wanamaker Store
Third Gallery
Philadelphia, Pennsylvania 19107
(215) 563-5363

- **National Association for Foreign Student Affairs**
(NAFSA)
1860 19th Street, N.W.
Washington, D.C. 20009
(202) 462-4811

This is the major professional coordinating body for those concerned with the needs and regulations of foreign students. NAFSA also provides references to literature, training, and other educational services for utilizing foreign students in the school as well as consultants who can assist in such programs. They publish a *Newsletter*

available to NAFSA members or by subscription (\$7.50 in the U.S. and Canada for 8 issues a year). They offer an information kit, *Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources*.

- **National Council for the Social Studies (NCSS)**
3501 Newark Street, N.W.
Washington, D.C. 20016
(202) 966-7840

Members receive a newsletter, *The Social Science Professional and Social Education*, published seven times yearly. *Social Education* presents teaching ideas, results of research in the social studies and substantive background materials on global issues, area studies, American history and culture and other topics of relevance to social studies educators. The NCSS is publishing a U.S. History Handbook with lessons for grades 5, 8, and 11. Councils are organized at the regional and state levels as affiliates of the national council. Most of these councils hold annual meetings for teachers. The NCSS includes an International Activities Committee and a Special Interest Group in Global Education. Publications of the NCSS include: *International Learning and International Education in a Global Age* (1975, \$5.50) and several back issues of *Social Education* have articles relevant to global education.

- **National Information Center for Educational Media (NICEM)**
University of Southern California
University Park
Los Angeles, California 90007
(800) 421-8711 outside California
(213) 743-5408 inside California

NICEM provides the largest U.S. indices of various media, each revised biennially. Titles include: *Index to Overhead Transparencies*, including maps and diagrams of foreign areas (60,000 titles); *Index to Educational Records*, including language records (764 pp); *Index to Educational Video Tapes*, including language, area studies, and global issues materials (15,000 titles, 410 pp); *Index to 16mm Educational Films* (100,000 titles); and *Index to 16mm Educational Filmstrips*, 3 volumes (70,000 filmstrips). Microfiche copies available. New indices are dated 1983-1985.

- **Office of International Education**
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

This office operates Title VI of the U.S. Higher Education Act and funds programs related to international education in the universities. They can provide information concerning (a) The Foreign Curriculum Consultant and (b) Group Projects Abroad Programs, for which school systems can apply. The office can also refer inquirers to the foreign area and language programs which offer direct outreach services to schools.

- **Overseas Development Council**
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

A publicly supported nonprofit corporation, the Council gives attention to the problems of the less developed nations and their relations with the United States.

- **Oxfam America**
115 Broadway
Boston, Massachusetts 02116
(617) 482-1211

An international development and disaster relief organization, Oxfam America is one of six autonomous Oxfams, including two in Canada, and one each in Great Britain, Australia, and Belgium. The name "Oxfam" came from the Oxford Committee for Family Relief, founded in England in 1942. Oxfam America works to inform policymakers and the general public about the root causes of world hunger and poverty.

- **Population Reference Bureau**
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Population Reference Bureau is a private nonprofit educational organization which gathers, interprets, and publishes information on the facts and implications of national and world population trends. A variety of teaching materials and units is available. Especially helpful is the "World Population Data Sheet," published annually.

- **Social Studies School Service (SSSS)**
10,000 Culver Boulevard
Culver City, California 90230

SSSS is a commercial seller of print materials for global education. They produce the only catalogue of commercially available global education materials.

- **Teacher Exchange Program**
U.S. Department of Education
International Education Programs
ROB 3, 400 Maryland Ave., S.W.
Washington, D.C. 20202

They will provide information concerning summer programs abroad for teachers.

- **UNESCO**
7 Place de Fontenoy
75700 Paris
France

The United Nations Educational, Scientific and Cultural Organization has its headquarters in Paris. Many publications are of interest to global educators: *World Cultural Heritage Information Bulletin*, *UNESCO Features*, *UNESCO Chronicle*, and *Publication Catalogue*. The official distributor of UNESCO publications in the U.S. is:

UNIPUB
Box 433
Murray Hill Station
New York, New York 10016

- **UNESCO Associated Schools Project**
Suite 1231
60 East 42nd Street
New York, New York 10165

The Associated Schools Project of UNESCO is a voluntary, classroom-oriented project in international understanding which primarily involves young people at the precollege level. There are over 2,000 Associated Schools in over 80 nations. Each undertakes a specific project to improve international education in the curriculum. An Associated Schools newsletter, *Interchange*, provides information among the members of the network.

- **UNICEF Development Education Office**
United Nations Children's Fund
866 United Nations Plaza
New York, New York 10017
(212) 754-1234

The UNICEF Information Division supports a program in development education which produces free or inexpensive teaching materials of interest to global educators. These include slide packets of children's lifestyles in many nations, games which stimulate thinking about global issues, such as the World Card Game, and a wide selection of children's games played around the world.

- **UNICEF**
The Information Center on Children's Cultures
331 East 38th Street
New York, New York 10016
(212) 686-5522

This center engages in a number of activities which focus on providing information about children around the world and developing in children concepts of cultural diversity and empathy for others who are different. They collect and catalogue materials from around the world, carry on research, and test out many materials and methods.

They have materials in all media—educational and cultural materials in English about children of other lands, and primary source material for, by, and about children in other countries, usually in their own language. One major function is to answer questions from parents, teachers, group leaders, etc., which they do by providing relevant materials or by suggesting other sources. Ask for their *Publications and Educational Materials Catalog* (published each academic year) or for bibliographies of children's books and materials for individual countries.

- **United Nations Association of the United States of America**
300 East 42nd Street

New York, New York 10017
(212) 697-3232

UNA-USA, with local chapters throughout the country, has as its purpose supporting the goals and values of the United Nations and educating for an understanding of these. To this end, it provides various printed materials and services. It publishes *UNA Quarterly*. Educators will find three items particularly useful: *ABCs of the UN*, *Teaching About the United Nations*, and *Partnerships in Meeting Basic Human Needs*. They support Model United Nations: ask for their *Model UN Survival Kit*. Schools, groups, or individuals may want to subscribe to their UNA-USA Student Information Service. Members receive 10 copies of *The Inter Dependent*, a bibliography of *Careers in International Affairs*, Calendar of Model UN Conferences, free copies upon request of UNA-USA Policy Panel Reports, and discounts on publications, including the *Survival Kit*.

- **World Pen Pals**
1690 Como Avenue
St. Paul, Minnesota 55108

This volunteer organization links young people, ages 12-20, from 175 countries and territories.

- **Worldwatch Institute**
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Worldwatch is an independent, nonprofit research organization created to analyze and focus attention on global problems. They publish a long list of *Worldwatch Papers* at approximately \$2 each on topics such as:

The Politics and Responsibility of the
North American Breadbasket
World Population Trends
Two Faces of Malnutrition
Energy for Development: Third World Options
Nuclear Power: The Fifth Horseman
Spreading Deserts: The Hand of Man
Redefining National Security

- **Youth For Understanding**
3501 Newark Street, N.W.
Washington, D.C. 20016
(202) 966-6808

Much as the American Field Service, they provide programs of exchange, sending U.S. students abroad and arranging for foreign students to study in North America.

- **National Council on Foreign Language and International Studies**
605 Third Avenue, 17th Floor
New York, New York 10158
(212) 490-3520

The National Council on Foreign Language and Interna-

tional Studies is a nonprofit organization that works with and through existing public and private organizations to help focus public attention on the importance to the United States of effective communication with and comprehensive understanding of the world beyond our borders. It acts as a clearinghouse for information on programs and projects of interest to global educators.

- **Zero Population Growth, Inc.**
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 785-0100

Zero Population Growth, as the name implies, is a group dedicated to providing information on population trends with the hope of eventually achieving zero growth in population. The group produces a variety of population education materials extremely useful for both elementary and secondary educators. They provide a catalogue. The "Population Education Resources Kit" (\$4.00) is a good starting point.

3:c

ORGANIZATIONS ABROAD

In each case, ask for a publications list of materials related to international education.

- **Canadian Broadcasting Corporation**
P.O. Box 500, Terminal A
Toronto M5W 1E6
Canada
(416) 925-3311

CBC sells video tapes and recordings on international affairs through distributors in the U.S. Write for a listing of distributors and of materials available in French and English.

- **Centre for World Development Education**
128 Buckingham Palace Road
London SW1W 9SH
England

The Centre exists to promote education about world development issues and Britain's interdependence with the Third World. Resources and information relate mainly to Africa, Asia, and Latin America, and cover development issues as food, agriculture, water, population, and health. A series of "Links" leaflets concern these topics and "Trade," "Unemployment," "The Poorer Countries," and so forth. A slide-tape presentation is available concerning the Brandt Report (North-South) and is entitled *Facing Up To Change: Britain and the Brandt Report*.

- **Christian Aid Films and Publications Section**
Headquarters PO Box 1
London SW9 8BH
England

This organization offers free and low-cost publications for primary and secondary schools, including worksheets, films and filmstrips, posters, etc. Some recent publications include "Food for All: Nutrition, Diet and Disease," "The Causes of World Hunger," "Animals We Need" on working animals in developing countries, and three filmstrips, *Refugees*, about Afghanistan, El Salvador, and Kampuchea.

- **Council for Education in World Citizenship (CEWC)**
Cobham House
25 Blackfriars Lane
London EC4 6EB
England

CEWC provides advice and information on all aspects of world studies and has a *World Studies Resource Guide* available to organizations.

- **Cross Cultural Learner Center**
533 Clarence Street
London, Ontario N6A 3N1
Canada

This center publishes a guide to audio-visual and printed resources on Africa, Asia, the Caribbean, and Latin America and another on global issues: *Audio Visual Materials* (1980) and *Teaching International Perspectives* (1979).

- **Danish Institute for Educational Research**
Hermodsgade 25
2200 Copenhagen N
Denmark

- **Development Education Centre (DEC)**
200 Bedford Road
Toronto M5R 2L1
Canada

DEC is a bookstore with hard-to-find materials on development, politics, third world areas, education, etc. Audio-visual materials are available for rental in Canada.

- **Extramural Division**
School of Oriental and African Studies
University of London
Malet Street
London WC1E 7HP
England

Their *Development Studies, A Handbook for Teachers*, 1979, is an excellent resource, including suggestions of development-related issues appropriate for middle and senior high students, a framework for development studies in schools, and suggestions for simulations and resources in the U.K.

- **GATT-fly**
11 Madison Avenue
Toronto, Ontario
Canada

- **International Development Education Association (IDEA)**
P.O. Box 32, Station C
Winnipeg, Manitoba R3M 3S3
Canada
- **International Development Education Committee of Ontario (IDECO)**
252 Bloor Street, West
Room S1213
Toronto, Ontario M5S 1V6
Canada
- **International Peace Research Association**
Secretary-General Yoshikazu Sakamoto
Faculty of Law, University of Tokyo
Bunkyo-ku
Tokyo 113
Japan

Ask for information about their *International Peace Research Newsletter*, issued quarterly.

- **The Ontario Institute for Studies in Education (OISE)**
252 Bloor Street, West
Toronto, Ontario, M5S 1V6
Canada
(416) 923-6641

Of special interest is their packet, "Introducing the World . . . A World Affairs Program," Redford-McCandless International Institute.

- **Swedish International Development Authority (SIDA)**
Information Division
105 25 Stockholm, Sweden
- **Third World Foundation**
New Zealand House
80 Haymarket
London SW1Y 4TS
England
- **U.N. Non-Governmental Liaison Service (Geneva)**
Palais des Nations
CH-1211 Geneva 10
Switzerland

Request the second edition (1981) of the United Nations Development Education Directory which lists non-governmental organizations in industrialized countries.

- **Voluntary Committee on Overseas Aid and Development (VOAD)**
69 Victoria Street
London SW1
England

Request *The Internationalizing of Education in Sweden*, by Inger Anderson and Lars Sundgren, and a bibliography of

materials in English.

- **World Studies Project**
24 Palace Chambers
Bridge Street
London SW1A 2JT
England

Publishes resources such as *Ideas Into Action: Curriculum for a Changing World* (13 case studies of secondary school projects) at £ 2.40; *Debate and Decision: Schools in a World of Change* (a handbook for course planning for teachers) at £ 2.10; and *Learning for Change in a World Society: Reflections, Activities, and Resources* (activities and resources for teaching 20th century trends and events) at £ 3.00.

3:d

PUBLICATIONS

- *All About Letters*. United States Postal Service and the National Council of Teachers of English, 1979. (Stock #01135, \$2.00 or \$1.25 for twenty or more.)

The pen pal section of this booklet contains useful tips on pen pal projects and a list of seven organizations which sponsor pen pal programs. Available from:

National Council of Teachers of English (NCTE)
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

- Anderson, Lee. *Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education*. Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, 1979. Available from:

ERIC Document Reproduction Service (EDRS)
Box 190
Arlington, Virginia 22210
(703) 841-1212

- *Bafa Bafa: A Cross Cultural Simulation*. R. Garry Shirts. Simile II, 1976. (\$15.) A younger children's version is also available. Available from:

Social Studies School Service
10,000 Culver Boulevard
Culver City, California 90230

- Becker, James M. *An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools*. ERIC Report (ED031-612). Available from:

ERIC Document Reproduction Services (EDRS)
Box 190
Arlington, Virginia 22210
(703) 841-1212

- Becker, James M., editor. *Schooling for a Global Age*. New York: McGraw-Hill, 1979. Utilizing articles from a

variety of sources and authorities, this book is an excellent one-volume summary of the need and imperative for global education, obstacles to global education, elementary programs, secondary programs, agencies which can assist a school, and curriculum planning. Includes an extensive bibliography.

McGraw-Hill, Inc.
1221 Avenue of the Americas
New York, New York 10020
(212) 997-1221

- *Children and the World*. Reported by Dorothy J. Skeel, Charles L. Mitsakos, Winston E. Turner. Arlington, Virginia: National Association of Elementary School Principals, 1981. 98 pp.

This is a report on the Pilot Global Education Curriculum Project conducted by NAESP in five types of K-6 elementary schools in Maryland, Virginia, and Washington, D.C., from 1977 to 1980. Findings support the conclusion that students in a global education program develop significantly more comprehensive views of the United States and a greater understanding of other nations and peoples. This report describes the concept and issues NAESP presented to principals and teachers, the workshops for teacher training, and specific lessons on map skills, cultural diversity, world population, immigration, family life, etc. It is a practical collection of lessons reflecting general concepts of global education. Available from:

**National Association of Elementary
School Principals**
1801 North Moore Street
Arlington, Virginia 22209

- Cleveland, Harlan. "Forward to Basics: Education as Wide as the World," Council on Learning. *Education and the World View*, Vol. IV. New Rochelle, N.Y.: Change Magazine Press, 1980.

Council on Learning
P.O. Box 2023
New Rochelle, New York 10802
(914) 235-8700

- *Curricular Dimensions of Global Education*. Philadelphia, Pennsylvania Department of Education and Research for Better Schools, 1979. 236 pp. (\$24.50 prepaid.)

This document provides both a theoretical basis for international studies in a K-12 program and practical suggestions for teachers of science, mathematics, languages, the arts, health and nutrition, multicultural studies, early childhood education, social studies, and environmental studies. Available from:

Publications Office
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

- *Development Dialogue* is a journal of international development published semiannually by the Dag Hammarskjöld Foundation with support from the Swedish International Development Agency. It provides a forum for critical discussion of priorities and problems of international development cooperation. Available from:

Dag Hammarskjöld Foundation
Oure Slottsgatan 2
752 20 Uppsala
Sweden

- "Earthscape: Transition Toward World Order," in *The Whole Earth Papers*, Global Education Associates.

Earthscape is a cross-sectional view of changing perceptions, modes of consciousness, and planetary social-political trends. It provides a critical look at what the human community has accomplished in the last several decades and the future challenges and tasks. The booklet is useful because it brings the past-present-future dimension of a global perspective into focus. Available from:

Global Education Associates
552 Park Avenue
East Orange, New Jersey 07017

- *Education for a World in Change: A Report (Intercom #96/97)*. David C. King with James M. Becker and Larry E. Condon. (\$5.00.) Order Code #INT 96/97. Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

An encouraging report of American educators' response to the challenge of a new educational agenda. Includes sections on local initiatives, textbooks, resources, and answers to "Questions People Ask" about global perspectives education.

- "Education With a World View." Special section in *Principal*, Vol. 61. No. 2, Nov. 1981, pp. 8-19. National Association of Elementary School Principals. (\$5.00.) Available from:

**National Association of
Elementary School Principals (NAESP)**
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-6000

- *Energy Education (Intercom #98)*. David C. King et al. (\$2.50.) Order Code INT 98.

Global and local implications of energy situations are examined as part of an emerging educational agenda. Includes thought-provoking case studies, learning activities, articles, and a list of resources. Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

- *Facts for Action*. Oxfam America. Available from:

Oxfam America
115 Broadway
Boston, Massachusetts 02116

This publication reports on root causes of world hunger and poverty.

- *Geographic Route to a Global Perspective (Intercom #101)*. Alan Backler, ed. GPE in cooperation with Social Studies Development Center of Indiana, 1982. (\$4.00.) Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

- "Global Education: A Curriculum Imperative." *The Curriculum Report*, Vol. 7, No. 3, Jan. 1978. (\$0.50.) Available from:

**National Association of
Secondary School Principals**
1904 Association Drive
Reston, Virginia 22091

This publication lists global studies centers which produce curriculum activities and provide services to teachers. It includes a listing of periodicals and of names of schools with content on international education.

- *Global Perspectives: Bridging Social Studies and Language Arts (Intercom #88)*. Peter R. Stillman, David C. King, Sharon Flitterman King. (\$1.75.) Order Code #INT 88 from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

The media, conversation, and various forms of literature are used to examine the ways we obtain and communicate ideas, opinions, and values. Includes activities for the middle and upper grades.

- *Global Education: Major Reform*. Washington, D.C.: National School Boards Association, 1981. 8 pp. (\$3.50.) Order from:

Research and Board Development Department
National School Boards Association
1055 Thomas Jefferson, N.W., Suite 600
Washington, D.C. 20007

This booklet is the complete report of a 1980-81 task force of the National School Boards Association. It emphasizes the need for global studies.

- *Global Perspectives Through Asian Experiences (Intercom #89)*. Betty Bullard and Loretta Ryan, eds. GPE in cooperation with the Asia Society. (\$1.75.) Order #INT 89 from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

A wide variety of activities explores Asia through maps, the news media, its languages, art, and decision-making styles. Through an introduction to the cultures of Asian peoples, students are encouraged to re-examine views of their own place in the world.

- *Global Perspectives: The Human Dimension, Part 2: Planet-Knowing and Planet-Caring, Intercom #87*. Margaret S. Branson and Cathryn J. Long (\$1.75.) Order Code #INT 87 from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

Activities in this multi-disciplinary collection emphasize the relationships between one's self, others, and the physical world.

- *Global 2000 Report to the President: Entering the Twenty-First Century*, Vol. 1. Summary Report. Council on Environmental Quality and the Department of State, 1980. (S/N 041-011-00037-8, \$4.25.) Available from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This booklet discusses trends and possible consequences resulting from public policies concerning population, resources, and the environment.

- Hanvey, Robert G. *An Attainable Global Perspective*. New York: Global Perspectives in Education, 1979. 28 pp. (\$1.00.) Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

- Hanvey, Robert G. and Jon Rye Kinghorn. "A Review of Selected School-Based Global Education Programs," *The IDEA Reporter*, Winter, 1981. Available from:

Charles F. Kettering Foundation
5335 Far Hills Avenue
Dayton, Ohio 45429
(313) 434-7300

This review is based on over one hundred interviews with educators working in twelve different elementary or secondary global education programs. The article and twelve case studies are available.

- Hoopes, David S., and Paul Ventura, eds. *Intercultural Sourcebook: Cross-Cultural Training Methodologies*. Washington, D.C.: Society for Intercultural Education, Training, and Research. Available from:

Intercultural Press, Inc.
70 West Hubbard Street
Chicago, Illinois 60610
(312) 321-0075

This book contains descriptions and analyses of such useful teaching techniques and lessons as role-plays, simulations, self-awareness inventories, case studies, etc., including examples which can be used or adapted.

- *Index to Lessons Developed by the Center for Teaching International Relations*. Denver: Center for Teaching International Relations, issued currently. Available from:

The Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado 80208
(303) 753-2426 or 3106

- *Interdependence: A Curriculum Aid*. Philadelphia: World Affairs Council of Philadelphia in cooperation with the School District of Philadelphia, 1977. (\$3.00.) Available from:

World Affairs Council of Philadelphia
John Wanamaker Store
Third Floor Gallery
13th and Market Streets
Philadelphia, Pennsylvania 19107

- *International Learning and International Education in a Global Age*. Romy, Nathan, Becker, and Torney. National Council for the Social Studies, Bulletin 47. 104 pp. (\$5.50.) Available from:

Executive Director
National Council for the Social Studies
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

This excellent volume is written for teachers who seek to develop in their students the skills, outlook, and understanding needed to develop an informed and humane global environment. The introduction offers a forceful statement of the rationale for such education. Includes a bibliography and several guidelines for world studies.

- *International Understanding at School*. Journal of the Associated Schools Projects in Education for International Cooperation and Peace. Paris. Available from:

UNESCO
7 Place de Fontenoy
75700 Paris, France

This journal gives news of Associated Schools around the world, provides references to teaching materials and films, and shares information on special projects in international education.

- Kidron, Michael and Ronald Segal. *The State of the World Atlas*. New York: Simon & Schuster, 1981. 176 pp. (\$9.95 plus \$1.00 postage.)

This atlas provides valuable demographic data presented in a useful way. It can be used at levels 5-12. Lesson plans to be used with *The State of the World Atlas* are being completed. For further information contact:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850
or
Simon & Schuster Publishing
1230 Avenue of the Americas
New York, New York 10020
(212) 245-6400

- King, David. *Education for a World in Change: A Report* (Intercom # 96/97). Available from:

Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850

- Kinghorn, Jon Rye. *Education in a World of Rapid Change*. Dayton, Ohio: Charles F. Kettering Foundation, 1982. Available from:

Charles F. Kettering Foundation
5335 Far Hills Avenue
Dayton, Ohio 45429
(313) 434-7300

A series of four books for upper elementary, junior high, and high school staffs as they consider how to make world realities a part of a student's basic education. It includes: *A Guide to Four Essential Themes—Global Realities*; *A Guide to Four Essential Themes—School Improvement*; *The Implementation Guide*; and *Clinical Workshop for School Improvement*.

- Kinghorn, Jon Rye, and William P. Shaw. *Handbook for Global Education: A Working Manual*. Dayton, Ohio: Charles F. Kettering Foundation, 1977. Available from:

Charles F. Kettering Foundation
5335 Far Hills Avenue
Dayton, Ohio 45429
(313) 434-7300

This is a working manual which provides a step-by-step guide for directing a "We Agree" consensus-based workshop in global education.

- Leestma, Robert. "Education for a Global Age: What Is Involved?" *Vital Issues*, Vol. XXVIII, No. 7. Washington, Connecticut: Center for Information on America, March, 1979.

Identifies five main elements in global education as "unity and diversity of mankind," "international human rights," "global interdependence," "intergenerational responsibility," and "international cooperation," and summarizes major arguments for immediate and widespread improvements in education with a global perspective.

• Mestenhauser, Josef. *Learning With Foreign Students*. Minneapolis: University of Minnesota, 1976. Available from:

**International Student Advisor's Office
University of Minnesota
717 East River Road
Minneapolis, Minnesota 55455
(612) 373-4094**

Constructive and careful utilization of foreign students in classrooms is the focus of this book. It served as a model for an elementary and secondary level International Community Workshop in Minnesota which produced a manual for a global education program utilizing foreign students.

• Mulloy, Paul, and Ken Switzer. *Global Issues: Activities and Resources for the High School Teacher*. Denver: Center for Teaching International Relations, 1979. (\$7.95.) Available from:

**The Center for Teaching International Relations
(CTIR)
University of Denver
Denver, Colorado 80208
(303) 753-2426 or 3106**

This book has been used enthusiastically at teacher training workshops and is useful for individual teachers.

• *New Internationalist*. (\$19. for twelve monthly issues.) Available from:

**New Internationalist
113 Atlantic Avenue
Brooklyn, New York 11201**

or in Canada from:

**69 Front Street East
Toronto, Ontario M4E 1R3
Canada**

This lively and combative British magazine discusses the issues of world poverty, injustice, and exploitation in a forthright manner. It includes special features on human rights, wealth and welfare, economic assistance, health, women's rights, etc. The magazine also provides—in summary form on one page—a monthly "country profile" about the status of development, literacy, income distribution, freedom, political orientation, life expectancy, position of women, and statistics on religion, population, language, exports, leaders, and current major political issues. Also included are ideas for social and political action, overseas seminars, and inexpensive travel to the Third World from Britain.

• *North-South: A Program for Survival*. Cambridge, Massachusetts: MIT Press, 1980. 304 pp. (0-262-52059-1, \$5.95 paperback plus 75¢ postage.)

**MIT Press
28 Carleton Street
Cambridge, Massachusetts 02142
(617) 253-2884**

• Pike, Lewis S., and Thomas S. Barrows. *Other Nations, Other People: A Survey of Student Interests, Knowledge, Activities, and Perceptions*. U.S. Department of Health, Education, and Welfare, Office of Education, 1979.

• Purves, Alan C. *Language and International Studies*. Proceedings of the National Seminar on the Implementation of International Schools. Champaign-Urbana: University of Illinois, 1981. (\$5.00.) Available from:

**Curriculum Laboratory
1210 West Springfield Avenue
University of Illinois
Urbana, Illinois 61801**

Plans, programs, and curricula of various international schools in U.S. metropolitan areas are reviewed.

• Scebold, C. Edward. "An ACTFL Position Paper: Foreign Language and International Education in the Twenty-First Century," *Foreign Language Annals*, #12, 1979.

• Sivard, Ruth Leger. *World Military and Social Expenditures*. Leesburg, Virginia: World Priorities, 1980. (\$4.00; \$2.50 in quantity for students.) Available from:

**World Priorities
Box 1003
Leesburg, Virginia 22075**

Seventh in an annual series, this booklet contains valuable demographic information on the nations of the world as well as on the social welfare, military, and development expenditures relative to national income. Teacher's guide in preparation through the Rockefeller Foundation.

• *603 Projects: Citizenship Education for Cultural Understanding*. Available from:

**Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850**

The projects, funded by the U.S. Department of Education, have produced numerous materials for educational use.

• *Strength Through Wisdom: A Critique of U.S. Capability*. Report of the President's Commission on Foreign Language and International Studies, Washington, D.C.: U.S. Government Printing Office, 1979. (S/N 017-080-02065-3, \$7.00.) Available from:

**Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402**

This is a report to the President from the Commission. It describes major weaknesses in foreign language and international studies at all educational levels and offers recommendations to alleviate the urgent problems.

- Susskind, Jack, and Sharon Willard. *Bibliography of Global Education Resources*. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1980. Order from:

**Senior Social Studies Advisory
Division of Quality Goals
Bureau of Curriculum and Instruction
Pennsylvania Department of Education
333 Market Street, Box 911
Harrisburg, Pennsylvania 17108**

- *Teaching About Spaceship Earth*, 1972. 53 pp. (\$1.75.) Available from:

**Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850**

This is a self-sufficient, multi-disciplinary unit for upper elementary and middle school classes. Simulating a trip into space, it teaches that humans share a fragile planet.

- UNICEF. *Development Education*. Available from:

**Information Division
UNICEF
United Nations
New York, New York 10017**

This is a newsletter addressing topics in world development. Outside the United States the term "development education" is used much like the term global education is used in the U.S.

- *Universals of Culture* (Intercom #92/93). Alice Ann Cleaveland, Jean Craven, and Maryanne Danfelter. (\$5.00.) Order Code #GPH 103 from:

**Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850**

Nine "universals of culture" provide a framework for better understanding of any culture and help to highlight basic human commonalities. Includes 37 classroom activities.

- *University of North Carolina-Chapel Hill*

A special project directed by Professor James Leutze has developed supplementary classroom materials to teach about Western Europe. These have been developed with secondary school teachers and will be released in 1982 or 1983. For further information contact:

**Dr. James Leutze
Curriculum in Peace, War, and Defense
University of North Carolina-Chapel Hill
Chapel Hill, North Carolina 27514**

- Wiley, Marylee. "Tapping Title VI Treasures," *Global Perspectives: Information Exchange Newsletter*, Fall 1981. Available from:

**Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850**

This is the essential guide to the university-based National Resource Centers for Foreign Languages and International Studies. The article reviews the programs, services, and resources available from these outreach centers and provides a list—grouped by subject area—of the centers, their addresses, and phone numbers.

- Williams, Robert L. *Cross-Cultural Education: Teaching Toward a Planetary Perspective*. Washington: National Education Association, 1977. 64 pp. (\$4.75.) Order from:

**National Education Association
Professional Library
P.O. Box 509
West Haven, Connecticut 06516**

This is a teachers' resource book for teaching about racism, sexism, and other dehumanizing attitudes and conditions.

- *A Working Handbook for Global Perspectives* (Intercom #84/85), 1976. Order Code #INT 84/85 from:

**Global Perspectives in Education
218 East 18th Street
New York, New York 10003
(212) 475-0850**

- *World Map* (Orthogonale-Peters, Projection). (\$5.00) Order from:

**Jean Brodeur
Association Quebecois des Organismes de
Cooperation Internationale
1115 Boulevard Gouin est, Suite 200
Montreal, Quebec H2C 1B3
Canada**

This unique map corrects the usual distortions of the Mercator Projection which enlarges the northern hemisphere territories relative to the southern nations of Africa, Asia, and Latin America. It also raises the equator to the middle of the map, unlike most projections which lower the equator in order to exaggerate the relative centrality of the northern European and American continents.

- *Worldwatch Papers*, Washington, D.C.: Worldwatch Institute (\$2.00). Order from:

**Worldwatch Institute
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036**

Approximately 50 papers, averaging 30-50 pages, on a wide range of global issues such as: "Women in Politics," "Local Responses to Global Problems," "Resource Trends and Population Policy," "Pollution," "Disappearing Species," "Soft Technologies," "Future of the Automobile in an Oil Short World," "Food and Fuel," etc.

• *Africa*. A series of guides to films, videotapes, filmstrips, maps, overhead transparencies, and slides about Africa, including North Africa, has been developed at the African Studies Center at Michigan State University. Over one thousand items are critically reviewed. Guides include high quality, accurate, and unbiased materials for use in the elementary, secondary, and undergraduate classrooms. For details of publications, write:

Africa Media Center
100 Center for International Programs
Michigan State University
East Lansing, Michigan 48824
(517) 353-1700

• *Educational Film Guide for Middle Eastern Studies*, 1980. 126 pp. (\$6.00).

This guide provides an annotated listing of 600 films on the Middle East, with suggestions for age group suitability and the names of the distributors where films may be obtained. Available from:

Curriculum Development Group
Center for Near Eastern and North African Studies
144 Lane Hall
University of Michigan
Ann Arbor, Michigan 48109

• *Films of a Changing World: A Critical International Guide*, 1973. (\$4.00.)

Contains lists of films from around the world which are provided with extended articles and commentaries about individual films by the author, Jean Ackerman. Available from:

Society for International Development
Director of Publications
1834 Jefferson Place, N.W.
Washington, D.C. 20036

• *Films on China for General Audience*, 1975 and 1981. (Single copies free.)

A highly selective lists of films, available from:

China Council of the Asia Society
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 387-6500

• *The Global Connection*, a film with *Leader Guide* to accompany.

This is an excellent resource developed by the National School Board Association. It is for general audiences and portrays the need for global education in an interdependent world. It is available from School Board Associations in each state or inquire:

Research and Board Development Department
National School Board Association

1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

• *Guide to Films on Asia*. (Free)

A highly selective list of 16mm and 35mm films. The guide also provides evaluations by teachers and Asianists and includes a list of other sources of films on Asia. From:

Education Department
The Asia Society
725 Park Avenue
New York, New York 10021
(212) 288-6400

• *Guide to Free-Loan Films about Foreign Lands* (16mm), 1975. (\$12.95.)

Entries on more than 3,000 films dealing with 76 countries in a variety of subject areas include running time, color or b/w, and annotation as well as a subject index. Teachers must use care because many of these films are public propaganda of governments. Available from:

Serina Press
70 Kennedy Street
Alexandria, Virginia 22305

• *Latin America: Sights and Sounds: A Guide to Motion Pictures and Music for College Courses*, 1973. 243 pp. (LASA, SRH 1.310, \$2.50).

This guide contains evaluations and descriptions of 130 films with distributor list, bibliography, and an article on teaching Latin American music. While oriented primarily to the university and college level, secondary teachers will find this helpful. Available from:

Consortium of Latin American Studies Programs
University of Texas
Austin, Texas 78712
(512) 471-6237

• *Meet Some of Your Four Billion Neighbors at a Film Festival: One Phase of the Project Neighbors Unlimited*, 1974. 14 pp. (\$0.50.)

Seventy film titles are suggested and evaluated. Twenty-four are selected as suitable for elementary school children and four for teacher use. Descriptions and distributors of films are provided. Available from:

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

• *Political Change: A Film Guide*, 1975.

A guide for using film in teaching economic development and politics. Available from:

Audiovisual Library Service
University of Minnesota
Minneapolis, Minnesota

• *Reel Change: A Guide to Social Issue Films*, 1979. 140 pp. (\$6.95 plus \$1.25 shipping and handling.)

This guide includes material on social concerns in the United States as well as global issues such as urbanization, political movements, war, women and men, work and labor movements. Hints for successful programs are included as well as alphabetical and subject indices to the films. Contains a fully annotated directory of over 300 distributors. Available from:

The Film Fund, Inc.
80 East 11th Street, Suite 647
New York, New York 10003
(212) 475-3720

4 Guides to Overseas Work & Study Programs for Students & Teachers

- Cohen, Gail A., editor. *Vacation Study Abroad*. New York: Institute of International Education, 1982.

This publication gives details of 900 spring, summer, and fall study programs and courses of U.S. colleges and universities, foreign institutions, and U.S. and foreign private organizations. Programs are designed for secondary school and college students, teachers, retirees, and other professionals. Programs run the gamut from health care and archaeology to cooking and history—from Poland to China, from Nairobi to Mexico City. A bibliography and suggestions for carefully choosing programs is included. Order from:

Institute of International Education
809 United Nations Plaza
New York, New York 10017

- Faulkner, Howard M. *International Teaching: Complete Overseas Opportunity Information and Employer Directory*, 4th edition plus annually updated supplement. Gorham, Maine: International Teaching. 46 pp. and supplement. (\$7.75 postpaid in U.S. and Canada, plus \$2.00 postage overseas.)

This handbook discusses a range of teaching opportunities as well as practical concerns about visas, submitting applications, and so forth. Includes a Quick Reference Table and directories of current recruiting organizations. Available from:

Howard M. Faulkner
P.O. Box 292
Gorham, Maine 04038

- Garraty, John, et al. *The New Guide to Study Abroad*, 1981-1982 edition. New York: Harper Colophon Books, 1981. (Paperback edition CN849, \$7.95.)

Harper & Row Publishers, Inc.
10 East 53rd Street
New York, New York 10022
(212) 593-7000

- *Guide to Summer Camps and Summer Schools*, 22nd

edition. Boston: Porter Sargent. (\$15 cloth, \$12 paper.) Available from:

Porter Sargent
11 Beacon Street
Boston, Massachusetts 02108

Information is given on summer learning experiences, especially foreign language opportunities primarily in the United States.

- *Schools Abroad of Interest to Americans*, 5th edition. Boston: Porter Sargent. (\$22.)

Information on high school and intensive foreign language study abroad, primarily in Europe. Available from:

Porter Sargent
11 Beacon Street
Boston, Massachusetts 02108

- *International Education Programs of the U.S. Government—An Inventory*, compiled by Helen R. Wiprud. International Task Force, Federal Interagency Committee on Education, 1980.

This publication makes available a comprehensive inventory of U.S. Government programs concerned with improving international understanding and cooperation. Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

- *Invest Yourself*, 1982. (\$4.00)

This catalogue of volunteer opportunities lists more than 26,000 openings for full-time volunteers with over 175 North American-based organizations operating worldwide. It is the resource for individuals wishing to put concerns into action, explore interests, use or learn new skills. A wide variety of programs is included—teaching, labor, ministry, construction, etc. Order from:

Invest Yourself
c/o Susan Angus
P.O. Box 117
New York, New York 10009

- *The Learning Traveler*. New York: Institute of International Education. 180 pp. (\$8.00 plus \$0.75 postage and handling.)

Two volumes of this publication are published each year. Volume I, *U.S. College-Sponsored Programs Abroad: Academic Year*, covers the academic year, and Volume II, *Vacation Study Abroad*, covers programs from April to October. Order from:

Institute of International Education
809 United Nations Plaza
New York, New York 10017

- Olitz, Harold E. *Teachers Guide to Teaching Positions in Foreign Countries*, 7th edition, 1979. Available from:

Box 514
Ames, Iowa 50010

- *Opportunities Abroad for Teachers*. Washington, D.C.: U.S. Department of Education. (S/N 065-000-00112-8, \$3.25.)

This document is published annually for teachers who wish to apply for grants to teach and study abroad. Applications are made through the Division of International Education of the U.S. Department of Education. Order from:

**Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402**

- *Study Abroad*, Vol. XXIII, 1981-1982, 1982-1983. UNESCO. 1011 pp. (ISBN 92-3-001840-6, \$12.95.)

This book is an excellent resource for study abroad programs and scholarships. Order from:

**Unipub
345 Park Avenue South
New York, New York 10010
(212) 686-4707**

- *Transitions*. Published quarterly. (\$6 per year, or \$10 for 2 years.)

This is a fully independent resource guide to foreign study, travel, and work abroad. It emphasizes timely and reliable information about independent educational travel. Special issues are devoted to specific countries or cities. For copies, write:

**Transitions
18 Hulst Road
Amherst, Massachusetts 01002
(413) 256-0373**

- Vine, Lois. *Guide to Language Camps*, Vol. 3, No. 26 in the "Language in Education" series. (\$4.25) Available from:

**Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007**

- *Whole World Handbook*, 1981-82. New York: Council on International Educational Exchange. (\$4.95 plus \$1.00 postage.)

A guide to study, travel, and work opportunities around the world. Order from:

**Council on International Educational Exchange
205 East 42nd Street
New York, New York 10017
(212) 661-1414**

10

Extracurricular Resources

"The study seminar to Nigeria changed me as a teacher and what I do in the classroom."

—Kentucky Teacher

Learning through experience is one of the keys to unlocking the globe for students and teachers. For those deterred by the increasing cost of international travel, there are nonetheless opportunities. International visitors and students who come to the United States—especially from Europe, Japan, and Third World nations—are free international resources right on the doorstep. They can enrich the classroom and make foreign culture, language, and politics immediate. These are among many inexpensive—and Tax Deductible—resources for the teacher, board member, administrator, or student.

Resources In or Near the District

Repeatedly, teachers report that learning is enriched and improved by giving the students an experience of foreign cultures and global issues. The large number of foreign immigrants, refugees, and products in the United States has brought the world to our doorstep and into our home. Some of the methods for using these resources in our midst are:

1 LOCAL ETHNIC COMMUNITIES

Both rural and urban American schools have nearby foreign communities of many nationalities, from Chinese to Polish, Russian to Palestinian, German to Filipino. Some of these communities have their own ethnic radio and television programs to provide an experience of the language in the classroom. Ethnic restaurants, food stores, handicraft shops, voluntary associations, and churches provide ready-made cultural laboratories for learning. The world history class might find "oral

historians" in such communities who can tell the tales of a great migration, an invasion, the tribulations and successes of immigrant settlements, and so forth. Sometimes communities such as Mexican, Puerto Rican, Polish, and Irish will have frequent tours and inexpensive flights arranged to the home country, providing the teacher or the mature student with inexpensive opportunities to visit a foreign country. Understanding ethnic communities and finding them "right next door" reveals both the historical global interdependence of America and how American culture is enriched by diverse and sometimes conflicting traditions. Some of the culture of the foreign nation is also revealed.

2 TELEVISION AND RADIO STATIONS WITH FOREIGN LANGUAGE PROGRAMS

As the number of foreign language speakers increases in the United States, there is more foreign language news, comedy, arts, and cartoon programming on television and radio. Teachers have a ready-made and free means to give an experience of foreign societies to students and to provide actual use of foreign language, which all too often seems to students to be unrelated to any use—present or future. In California, the Southwest, South, and East Coast, and sometimes even in Midwest cities, Spanish opportunities abound. In the industrial Northeast, Lithuanian, Latvian, Yugoslavian, and other Eastern European communities provide radio programming. Educators in states along the Canadian border may be able to induce their local cable television companies to rebroadcast the French language programming from Canadian television. Their specials on multinational problems—industrial pollution and acid rain, the ecological problems of mineral exploitation in the Canadian tundra, or the feeding of the world with Canadian grain—all provide information concerning global issues.

3 MUSEUMS, EXHIBITS, AND DISPLAYS

Nearby art or cultural museums and displays may provide a unique opportunity to experience foreign culture. Museums sometimes provide special guides to interpret the art and artifacts.

4 FOREIGN FIRMS

Japanese, German, Saudi Arabian, Dutch, and other foreign companies are establishing factories and distributorships in our communities. Many global economic and resource related issues can be explored through a class visit to these firms to talk with their foreign managers and employees.

5

FREE FILMS

A number of foreign nations and multinational companies provide free films to interpret themselves to Americans. Many of these are highly biased, self-serving, and propagandistic with specific political goals in mind. However, the teacher who knows the subject matter through careful study can utilize these films creatively. For instance, a film from the South African government justifying apartheid might be contrasted with a film from a liberation movement.

6 AMERICANS WITH OVERSEAS EXPERIENCE

Members of the community who have traveled abroad can sometimes be used very effectively in the classroom. Some tourists from our nation do take time to read and learn about the foreign area before they travel. They concentrate carefully on what they see. In order to understand what they see, they stay for more than a few days in one country. They take full advantage of color slides, from government buildings and commercial areas to ethnic dancing and villages. Such tourists can be a rich resource to bring foreign cultures alive in the classroom.

Others, and perhaps even a majority of tourists, are not careful. They read little or nothing before they go. They go without a global perspective and depend on a tour guide for their only information about the society. They skip from one capital city to another, and usually take pictures only of the exotic, the strange, and the unique, failing to perceive underlying common needs and hopes. In the classroom, they and their slides will portray an alien, dirty, unhealthy, and frequently threatening view of foreign peoples. Some Americans living overseas see themselves only as representatives of the American military missions, religious organizations, or corporations for which they work. They may remain in an American enclave and never understand the foreign peoples and cultures. Such visitors can do untold damage in the classroom by building for impressionable students a negatively stereotyped vision of "alien" peoples, an impression which cannot easily be undone by all the books and efforts of the teachers. Many university international studies and foreign area programs can suggest the names of American visitors abroad who have returned with an instructive and balanced view.

7

FOREIGN STUDENTS AND VISITORS

Foreign students and visitors in the United States are a gold mine for international education. With over 300,000 foreign students in this nation enrolled in 2,500 colleges and universities—and some secondary schools—teach-

ers have a rich and locally available source of foreign experience, culture, language, and understanding. These students come from every part of the world, including 33 African countries, 23 nations in Europe, 30 countries in Latin America, the Middle East and Asia. Yet, all across the country, these foreign students and visitors are generally not approached by their local communities beyond perfunctory, though appreciated, invitations for holiday home visits. They frequently spend their months and years in the United States isolated from Americans, sometimes living in a cultural ghetto with fellow students from abroad.

About half of these students are relatively young undergraduates. Like our own high school and college students, they are concerned about their careers and futures. They may be interested in visiting schools to talk about these concerns as well as their home towns, or to share some common appreciation of contemporary teenage music, for example. Those who are graduate students on the campus frequently are civil servants, professors, teachers, government officials, and businesspersons at home. Therefore, they represent a more mature and diverse experience and political viewpoint for the teacher to use carefully. Foreign students sometimes are used in the classroom to talk about their national foods, flags, festivals, and clothing, or to tell what it is like at home. Creative teachers, however, set well-defined instructional goals and methods for foreign visitors, meet with them ahead of classtime, and carefully prepare the visitors for the class, and the students in the class for the visitor. A new handbook has just been published to aid teachers and administrators in utilizing foreign visitors creatively. Entitled *Learning With Foreign Students*, the booklet provides information on how to find foreign students, establish rapport and handle anxieties of visitors and students, and how to ask questions. It gives examples of innovative classroom and curricular enrichment programs organized around particular learning projects for experiential learning involving foreign visitors. It is available from:

**International Student Advisor's Office
University of Minnesota
717 East River Road
Minneapolis, Minnesota 55455
(612) 373-4094**

8 INTERNATIONAL STUDY SEMINARS AND CONFERENCES

With growing consciousness of global interdependence, various voluntary organizations, schools, and colleges are organizing special programs and seminars in this country to provide intensive experience and study of global issues, of foreign cultures and living situations, and to establish opportunities for dialogue with foreign students.

For instance:

- a Many local agencies concerned with global education, such as the Institute for Global Education in Grand Rapids, Michigan, take groups of teachers and high school students to the United Nations for intensive one-week seminars on particular issues such as the New International Economic Order, North/South concerns, and South Africa. They utilize resource persons at the U.N. and introduce the students to the U.N. as an institution. For information on how to design such a program, recruit participants, and make contacts in New York at the United Nations, write:

**United Methodist Youth Seminar Program
Church Center for the United Nations
777 United Nations Plaza
New York, New York 10017**

- b The Center for Teaching International Relations, located at the University of Denver, Denver, Colorado 80208, and many other local educational organizations and universities conduct graduate programs for teachers which will help them develop a global perspective and acquire useful teaching techniques and materials.
- c Model United Nations Conferences are held throughout the country, giving high school students opportunities to debate the current U.N. agenda with their peers and to learn by active participation as "delegates" from member nations. For a listing of Model United Nations as well as information on how to organize one and how to prepare a delegation to attend a MUN, the interested educator can write to:

**Model U.N. Staffer, UNA-USA
300 East 42nd Street
New York, New York 10017**

9 INTENSIVE LANGUAGE LEARNING FOR STUDENTS AND TEACHERS

Language learning specialists have observed that people learn languages better in intensive periods of immersion than in brief periods of a few hours per week. As a result, colleges and universities which are serious about language learning frequently organize opportunities for intensive experience, such as language tables for mealtime practice. Schools also can provide these opportunities in the lunchroom, for example, with advanced students. However, the frequent barrier to such a program is the insecurity of the language teacher, who has few opportunities in many communities to practice the language on a day-to-day or even monthly basis. Thus renewal and upgrading are very important for the language teachers to improve their skills and their confidence in those skills.

Many colleges and universities now offer intensive summer travel and seminar learning experiences for language

teachers. Since these are means to improve their work performance, the courses or seminars usually are tax deductible as well as enjoyable. To find these opportunities, teachers can consult with the various professional language associations, such as the American Council on the Teaching of Foreign Languages and the Modern Language Association, or contact directly the national associations of the language they teach. (See resources in Chapter 9.)

Students can also leap ahead in their language ability by taking intensive summer courses in the United States. Various colleges and language institutes, as well as summer language camps may be found through the language associations noted in the preceding paragraph as well as in camp literature and directories available in public libraries and through advertisements in national newspapers such as *The New York Times*. (See resources in Chapter 9.)

Opportunities for Foreign Travel and Study for Students and Teachers. Travel, study, and work abroad change the lives of students and teachers. Friendships made abroad, understandings of similarities and differences, and knowledge of interdependence gained through overseas experiences are indispensable. Learning about these opportunities for study abroad is easy. One book is the key to unlocking these programs for students or teachers: *Whole World Handbook: A Guide to Study, Work and Travel Abroad, 1981-82*. It is available for \$5.95 in most bookstores from:

**Council on International Educational Exchange
205 East 42nd Street
New York, New York 10017**

In the handbook can be found information on work, study, and touring abroad—how much they will cost, how to get there, special programs for each continent of the world, and special information on university and high school programs. This handbook can provide the teacher with access to tours and individual travel assistance abroad, work camps for in-depth experiential learning, study seminars (some of which fund all expenses abroad), and inexpensive travel to the Third World through educational associations. In addition, the *Whole World Handbook* offers information about relatively inexpensive study programs in language and culture which are offered by universities throughout the Northern and Southern Hemispheres.

Teachers. If a teacher can take a term or a year to work abroad, he or she may wish to consult a number of guides which provide information about opportunities available to the educational community—as of time of publication—for employment and study abroad through public, private, and religious organizations. They are listed in Chapter 9.

High School Students. Students too have the opportunity to work and study abroad. Programs include homestays, group experiences, formal study for credit or not, stays in religious communities, and educational travel. Listings of guidebooks and catalogues describing opportunities appear in Chapter 9.

11

Critical Questions Most Frequently Asked About International Education

Educators and parents naturally have questions about emphasizing foreign language study and developing a global perspective in the curriculum. This chapter addresses some of the most frequently asked questions.

1 It seems there is already too much to do in school. Will this new approach not interfere with the development of basic skills?

No. Reading, writing, and arithmetic may always be considered basics in industrial societies, but a global perspective can be developed *while* these skills are being taught. Students continue to read, write, and learn mathematics; the only difference may be that they will read, write, and calculate with a different perspective. As a recent article pointed out, "It is important to keep in mind that global perspectives are not something we teach *about*. They are not in competition with other courses or parts of courses. Instead, these broader perspectives can emerge naturally within existing courses. Literature, science, history, social sciences, language study—all these areas can provide students with the new understanding and skills our age requires."

Considered pragmatically, development of a global perspective is essential in students who will some day be competing under the pressures of contemporary society. More and more, the U.S. politics and economy are linked to global affairs. To meet the challenges of a technological and interdependent world, competent skills in "the three Rs" will not be enough. "The basics" must include education about the varied nations, societies, economies, governments, histories, and artistic endeavors of the people of this earth. Foreign language skills, especially, should not be the luxury of expensively educated students, but a very necessary tool which all students may

possess for finding employment, understanding other peoples, and communicating the goals and needs of American society.

In addition to being complementary and integral to any traditional basic education program, foreign language and global education assist in the development of affective and cognitive skills. The report of the Council of Chief State School Officers, based on the work of Hilda Taba, indicates that the following skills are central to the global education process:

- A Acquisition of *knowledge*, i.e., organized sets of concepts, ideas, and generalizations that enable one to put order into masses of data;
- B development of the ability to *process information*, i.e., to analyze data, form generalizations, ask pertinent questions, make inferences, and to develop a useful model of inquiry for analysis of problems;
- C development of a *genuine sense of participation*, i.e., involvement and commitment;
- D attainment of a *capacity to put oneself in other peoples' and nations' shoes*, i.e., to have the empathy and sensibilities necessary to live in a pluralistic world;
- E development of the capacity to *transcend one's own ethnocentrism*, i.e., to see equivalents in values and universals in the human condition;
- F development of the ability to *face change* without trauma, i.e., to grasp, influence, and control change processes in a constructive manner.

Development of such skills is the aim of any well-rounded education, and it could be argued that global education—far from interfering with basic education—in fact offers a broader ground in which to develop these skills.

Harlan Cleveland is the director of the Hubert Humphrey Institute of Public Affairs at the University of Minnesota, and a former United States assistant secretary of state and ambassador to NATO. He has said this about the relationship of international and foreign language education to the basics:

"... a global perspective in education [should not] be viewed as a rival to, or substitution for, the basics. Schoolchildren should learn to read, write, count, and cooperate . . . but the basics can be learned in ways that encourage narrower or wider understanding of the world about us. It is basic that students should learn to read and write what is relevant, to count what counts, and not grow up thinking that what cannot be counted does not count."

2 Is international education unpatriotic?

No, providing a global perspective to education does not require supporting any particular political point of view. Such a perspective simply recognizes the interdependence of world affairs in these times and hence a need to

be prepared to deal economically, politically, and socially with a variety of cultures, persons, and nations. All nations are seeking solutions to shared human problems. It is important that educators help students understand the various dimensions of these problems so that they can search for wise solutions. At times nations have not been able or wise enough to find nonviolent solutions to global predicaments, but seeking fair and equitable solutions rather than violent ones is not unpatriotic.

Educators will encounter those who are uncomfortable with the word *global*, who read in it something dangerously international or compromising to national loyalties. It is to be hoped that growing understanding of America's relations to others and the vital need for all its citizens to participate intelligently and responsibly in these relationships will counteract such discomfort. This country's leading figures warn that the recognition of growing global interdependence is absolutely essential to the national self-interest. Americans don't have to like interdependence, but must learn to cope with it. As one national leader, former U.S. Commissioner of Education Ernest Boyer, wrote:

“... any educational agenda for the remaining years of the 20th century must of necessity confront the realities of the 21st century, attitudes that will be critical in ensuring the survival of mankind on our globe.”

Concerning foreign language and area studies, two leading authorities on U.S. defense have commented:

“Decisive action should be taken... to ensure improvement in foreign language training in the U.S. so that we can cope with the problems we will face in future years as the pace of our involvement with the rest of the world becomes ever more important to our own survival and well-being.”

— Admiral Bobby Inman,
U.S. Central Intelligence Agency
in testimony to U.S. Congress, July 15, 1981

“... there are important advantages inherent in expanded language and area capabilities throughout our system. I am referring to the general benefit likely to accrue to the United States as a result of increased public awareness of problems affecting other nations and cultures.”

— Major General Richard X. Larkin,
Department of Defense, in testimony to
U.S. Congress, July 15, 1981

3 Will an emphasis on foreign language and international studies result in sweeping changes and high costs?

The magnitude of change required to implement a foreign language and international studies program will vary. For those school districts currently offering foreign

language classes, costs will be less than for those which do not. Adding foreign language teaching is the only instance where new staff will necessarily be required.

The costs which might accrue in other areas will be primarily for released time for staff planning and inservice training. Although educational materials for international and foreign language programs are becoming more abundant, the best materials are usually those that teachers develop for their own use. In school districts which already budget for staff growth through inservice and released time for conferences, the costs can be minimal.

The amount of change created by implementing international and foreign language programs will depend upon, and should be compatible with, the amount of change the staff is willing to make and the funds available. Strong commitment of a staff and its leadership is crucial to any change and has in many cases overcome financial obstacles.

4 Does international and foreign language education deal only with international relations?

No. International and foreign language education is more complex and multifaceted than that. The following quote provides some idea of the variety of subjects which can be given a global perspective, suggesting that it is not merely a subject.

“All grade levels and practically all courses should be involved. When primary grade children explore the nature of systems, they are gaining a beginning understanding of how the world works. When upper elementary students read a story about a boy in Sierra Leone in a conflict situation, they are learning about a common human theme. When students in a junior high school class compute the travel times for each stage of Tellie Bly's trip around the world, they are becoming more aware of the forces that have shrunk the globe. And when high school students consider energy alternatives for their community or state, they are confronting the interlocking systems that connect us with all parts of the planet.”

In addition, the global approach to education will help students to appreciate diversity—in neighborhoods, schools, the nation, as well as in the world. This type of education emphasizes, along with the basics, communication in small and large groups and the understanding needed to get along with people no matter where one lives.

Advocates of international and foreign language education also understand the need for a historical perspective and know that students must be prepared to live in a dynamic, rapidly changing world. This requires knowledge of the past and present in order to project future trends, as well as an understanding that the world is inter-

connected. Because people affect and are affected by institutions throughout the world, they must think globally in order to make wise responses to seemingly local problems.

This type of education is as responsive to the need for individual survival as it is to the need for world survival. The same skills required to provide the basic needs of families and the perspective needed to resolve neighborhood conflicts are an integral part of international and foreign language education.

In some school districts, international education will involve only the language and social studies departments, but the approach is not necessarily limited to any department. Most school curricula are already involved with some aspect of international studies. If a staff defines international studies to include the goal of "appreciating diversity," for example, it is easy to postulate how each department could work toward the goal.

5 At what grade levels should a global perspective and foreign language be introduced?

Suffice it to say here that elementary grades are considered the best level for introducing a global perspective. Precisely because they can constitute a perspective—an attitude as well as the knowledge necessary for understanding the world—international studies and foreign language are best introduced in the elementary grades, when children learn language with the greatest facility and when they are forming the basic attitudes and adopting the basic concepts with which they will perceive the world.

“If we start with the sound building blocks in the elementary grades—for example, developing more realistic understanding of other peoples and cultures—students will be in a better position, as their schooling progresses, to deal with the complexities of this global age.”

6 Must teachers be re-trained to present these new materials?

Yes. However, most states and school systems require, and most individual teachers seek, post-professional training. Good teachers are constantly updating their teaching techniques and subject matter knowledge. Preparing for the new focus on international education will coincide easily with these procedures.

7 When teachers or administrators are interested in introducing or improving their international program, where is it important to begin?

First, it is necessary to establish goals in keeping with the climate of the local schools. For this reason, involvement of the community is an asset. Drawing from the ideas of parents, students, and foreign persons when available, and from guidelines which have been devel-

oped by many different education organizations, building or district committees can develop the best goals for local needs. Some schools develop entire courses; others find it best to discover ways in which a global perspective emerges from different established subjects at all grade levels.

Second, a district or school can analyze existing programs and materials. In almost any school, there are some courses which already provide elements of a global perspective and some existing materials may lend themselves to the new program. These can be analyzed for their usefulness to the new program, and a sense developed of how existing curricula lend themselves to new educational challenges.